

**REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**THE RELATIONSHIP BETWEEN SELF REGULATION CAPACITY
AND VOCABULARY KNOWLEDGE OF ADULT EFL LEARNERS**

Mahmut Uğur ARSLAN

MASTER OF ARTS

ADANA / 2021

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To the Directorship of the Institute of Social Sciences, Çukurova University

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ÖZET

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN YETİŞKİN ÖĞRENCİLERİN ÖZ DÜZENLEME KAPASİTESİ VE SÖZCÜK BİLGİSİ ARASINDAKİ İLİŞKİ

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Bu çalışma yetişkin İngilizce öğrencilerinin sözcük hazneleri ve öz düzenleme kapasiteleri arasındaki ilişkiyi incelemek amacıyla gerçekleştirilmiştir. Bunu yaparken, öğrencilerin genel öz düzenleme kapasiteleri ve sözcük haznelerinin seviyesi hakkında da bilgi sahibi olmak istedik. Ayrıca, öz düzenleme kapasitelerinin alt kategorileri ile sözcük hazneleri arasındaki ilişkiyi cinsiyet, öğrenim durumu ve milliyet açısından da değerlendirdik. Son olarak, öz düzenleme kapasitesi düşük ve yüksek bireylerin, kelime öğrenmede öz düzenleme becerileri kullanımı durumunu da anlamak üzerine çalışma yürüttük. Çalışmanın katılımcıları İstanbul'daki bir vakıf üniversitesinden lisans, yüksek lisans ve doktora olmak üzere Türk ve uluslararası öğrencilerden oluşmaktadır. Katılımcılara sözcük öğreniminde öz düzenleme kapasitesi anketi ve sözcük haznesi testi dağıtıldı. Edinilen bilgiler SPSS 22 ile istatistiksel bakımdan incelendi. İlk iki veri toplama aracından elde ettiğimiz sonuçları, 'yüksek skor alanlar' ve 'düşük skor alanlar' olarak iki gruba ayırdıktan sonra, bu bireylerin öz-düzenleme stratejileri kullanımı arasında fark olup olmadığını anlamak için yarı-yapılandırılmış görüşmeler düzenledik. Katılımcıların öz düzenleme kapasitelerinin göreceli olarak yüksek olduğu ortaya çıktı. Çok katılımcı sözcük haznelerinin akademik çalışmalar için beklenen eşiğin çevresinde veya üstünde olduğunu gösterdi. Sözcük haznesi ve öz düzenlemenin alt kategorileri arasındaki ilişki açısından ise en yüksek ilgileşim çevresel kapasite ile bulunmuşken doyum ve duygusal kapasite ile ilgileşim en düşük düzeyde çıkmıştır. Yüksek skor alanların, düşük skor alanlara göre daha çeşitli ve etkili öz-düzenleme stratejileri kullandığı gözlemlenmiştir.

Anahtar Kelimeler: Öz düzenleme kapasitesi, sözcük haznesi, dil öğrenme stratejileri, öz düzenleme alt kategorileri



ABSTRACT**THE RELATIONSHIP BETWEEN SELF REGULATION CAPACITY AND
VOCABULARY KNOWLEDGE OF ADULT EFL LEARNERS****Mahmut Uğur ARSLAN****Master Thesis, Department of English Language Teaching****Supervisor: Assist. Prof. Dr. Adnan BİÇER****August 2021, 158 pages**

This study was carried out in order to investigate the relationship between vocabulary size and self-regulation capacity of adult EFL learners. In addition to this, we also wanted to learn about the general self-regulation capacity, and vocabulary size of the participants. We also tried to delve into the relationship between participants' sub categories of self-regulation capacity and their vocabulary size with regards to gender, cycle of study, and nationality. Further, we tried to comprehend the high and low scorers use of self-regulated vocabulary learning strategies. The participants of the study were a mix of Turkish and international undergraduate, master, and PhD students from a foundation university in Istanbul. Participants were distributed self-regulation capacity in vocabulary learning scale and vocabulary size test. We used SPSS 22 in order to statistically analyze our findings by using descriptive statistics and Pearson correlation features. Lastly, we conducted semi-structured interviews with high scorers and low scorers to observe if there is any observable difference between these two groups in utilizing self-regulated vocabulary learning strategies. We found the self-regulation capacity of the participants relatively high. Most of the participants showed their vocabulary knowledge around or above the expected threshold required for academic studies. As for the relationship between vocabulary size and self-regulation, the highest correlation was found to be with environmental control capacity while satiation and emotion control capacities were found to be least correlated with participants' vocabulary size. Lastly, we observed that high scorers deployed a diversity of self-regulated vocabulary learning strategies than low scorers did.

Keywords: Self-regulation capacity, Vocabulary Size, Language Learning Strategies, Subcategories of Self-Regulation

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ABBREVIATIONS

LLS: Language Learning Strategies

SPSS: Statistical Package for Social Sciences

SRC: Self-Regulation Capacity

SRCvoc: Self-Regulation Capacity in Vocabulary Learning Scale



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CHAPTER I

INTRODUCTION

1.1. Introduction

When asked the question ‘What does knowing a language mean?’, the first answer that comes to mind is performing it, both in the written and spoken form, namely being able to use the productive skills. This cannot and does not undermine the importance of the receptive skills, reading and listening, which provide the language input that will be provided for performance in form of speaking and writing. Although we tend to overlook grammar and vocabulary since they are ‘sub-skills’, we should remember that in the simplest definition of language, grammar and vocabulary are the two building blocks. Celce-Murcia (2001) mentions that secondary place of vocabulary compared to language skills. Lai (2005) summarizes the re-valuation of vocabulary by giving credit to communicative approach in language teaching, developments in vocabulary learning and teaching. Hunt and Beglar (2005) point out that interest in lexicon research and its aspects has been on the rise because of its importance in language processing, language production, and receptive skills. Nation (2001) puts vocabulary on the foundation level of learning a language stating that insufficiency in vocabulary knowledge may cause broken communication skills. Richards and Renandya (2002) take a similar view and see the function of vocabulary as of great importance, which in the event of an insufficient vocabulary knowledge, the learner might suffer from incompetence, thus leading them to be put off from the language learning study. Accordingly, we, as language teachers, regard vocabulary of great importance in the teaching and learning process since it has an essential role in all of the language skills. With the refreshed look on the second language acquisition research, the focus is again on vocabulary. According to Schmitt (2008), a learner is supposed to have around 8000 word families of vocabulary knowledge in order to understand what she or he reads in the target language, and around 6000 word families of vocabulary knowledge in order to perform in spoken language. However, not many teachers and also students did not pay enough attention to the importance of vocabulary in language teaching. In order to investigate the deficiencies in vocabulary learning, learning strategies were studied and it was concluded that the differences between learners of English in vocabulary learning could stem from different approaches to learning strategies by learners. It was Schmitt who first examined vocabulary learning

and learning strategies, and then together with his colleagues Dörnyei and Tseng, they took over the construct of self-regulation and applied it into second language acquisition field, specifically in vocabulary learning field. They wanted to work out the main differences between self-regulated learners and learners who do not make use of self-regulation strategies. Setting out from the way that Tseng et al. have paved for us, we wanted to apply their SRCvoc scale in our setting together with Nation's Vocabulary Size Test. Lastly, we conducted semi-structured interviews to see if high scorers of SRCvoc test deployed a higher number of self-regulated vocabulary learning strategies. So, the main aim of this study is to find out the relationship between self-regulation capacity of adult EFL learners and their vocabulary size and to observe if high-scorers perform more diverse and more efficient use of self-regulated vocabulary learning strategies.

1.2. Background of the Study

Along with the evolution of teaching second language in classroom, methodology of teaching diverted from teacher oriented methodologies to student center methodologies. Much focus has been given to students' perceptions on language learning process. Their needs, wants, and lacks have been investigated into in numerous studies. Studies on students' motivation has been on the focus of research in second language acquisition and teaching. Language learning strategies have been another issue that has long been studied by many researchers in the field. They have sometime been described as 'thoughts or behaviors' (O'Malley and Chamot, 1990) that are used by learners in order to help them understand, acquire, and remember freshly learned information, and sometimes they have been described as 'the creative effort' that learners show when they study new information.

In the last two decades one further step has been taken in order to better understand learners' attitude towards learning. It sprang first in the general educational psychology field, and then it was transferred (Tseng et al. 2006) into second language acquisition field. Self-regulation, as it can be inferred from the term itself, connotes autonomy of learner in the learning process. Comparing the two concepts of language learning strategies and self-regulation capacity, we see that self-regulation capacity offers more solid details on the learner's side, such as the metacognitive, emotional, satiation, commitment, and environmental aspects of regulation. Tseng et al. have taken the term

and used it in the vocabulary aspect of second language learning field, which is an indispensable portion of second language learning process.

We now say that vocabulary learning is a very important aspect of foreign language learning whereas it did not receive the value it deserved in the field of second language acquisition. Compared to other aspects of language such as reading, listening, speaking, and writing; vocabulary together with grammar seemed to be a secondary aspect of learning a language since it was a subskill. The receptive and productive skills received much more attention in second language acquisition research (Celce-Murcia, 2001). Whereas this started to change with the studies done in the field of linguistics and vocabulary. The role and importance of vocabulary in language teaching and learning has started to be reinvestigated (Lai, 2005).

Vocabulary research in second language acquisition field has earned importance especially with various studies, both theoretical and practical, by Nation. Thanks to the rise of vocabulary in research field, practicing teachers also started putting more attention and importance to vocabulary teaching in their classes. They also started to see vocabulary teaching and learning a very important aspect of second language acquisition process.

Despite this awakening of vocabulary research and teaching, there is still more to do in the field since many language learners find it difficult to learn, consolidate and retain new vocabulary. Because vocabulary can be regarded as the smallest meaningful token of a language, we cannot imagine someone communicating in any language without sufficient vocabulary knowledge, or them understanding what they read or hear in the language they learn. Considering the important place of vocabulary in language learning, we find it beneficial to carry out a study in order to contribute to the field as much as we can.

1.3. Statement of the Problem

Establishing a foundation university in Istanbul where medium of instruction is English, administrators have decided to start a language preparation school in which students study general English from A1 to B2 level. Having a knowledge of English at B2 level is not enough in order to start their departmental studies unless they study another level that corresponds to C1 in which they are exposed to more academic texts. That fifth level has been put in the system so that students are prepared for the academic studies they will have in their future departments. Considering the fact that the university is

intended to be specifically a social sciences university, reading comprehension has become one of the most important aspects of language learning and the teaching process. A supplementary component to reading comprehension is vocabulary teaching and learning, especially if we think that no reading comprehension can be realized without having the necessary vocabulary knowledge. Vocabulary teaching is an integral part of the language teaching process at the university and although it is a subskill of language, not one of the productive or receptive skills, a specific vocabulary component is spared in midterm and final exams. While at the institutional level a lot of importance is being given to vocabulary teaching and learning, at the student body level, we cannot observe the same level of enthusiasm from all students. Having reviewed the literature, it has become apparent that studies on self-regulation capacity and vocabulary learning at tertiary level lack sufficient examining.

1.4. Purpose of the Study

In this study, we will seek to find answers for the following research questions:

1. What is the self-regulation capacity of learners in this study?
2. What is the vocabulary knowledge of learners in this study?
3. Is there a significant relationship between learners' vocabulary size and self-regulation capacity with regards to the sub-categories of SRC?
4. Is there a significant difference in the self-regulatory use of learners with regards to their gender, nationality, and level of study?
5. Do high scorers in vocabulary size test utilize more diverse and efficient self-regulated vocabulary learning strategies?

1.5. Significance of the Study

This research will be one of the rarely-studied scientific inquiries on self-regulated learning whose setting will be a Turkish tertiary education institution. Supportive of this argument, similar studies like Bilican and Yesilbursa (2015) on self-regulation are found out to depict mostly high school settings. Part of the participants will be master and Ph.D. students in addition to undergraduate participants. Further, since there is a considerably small number of self-regulated learning studies conducted in English language teaching setting, the study itself will be one step forward in that sense to enrich vocabulary learning

and self-regulation capacity research in the English Language Teaching literature in post-secondary education.

1.6. Key Terms

Self-Regulated Learners: They are ‘proactive in their efforts to learn because they are aware of their strengths and limitations and because they are guided by personally set goals and task-related strategies. These learners monitor their behaviour in terms of their goals and self-reflect on their increasing effectiveness. This enhances their self-satisfaction and motivation to continue to improve their methods of learning. Because of their superior motivation and adaptive learning methods, self-regulated students are not only more likely to succeed academically but to view their futures optimistically’ (Zimmerman, 2002, p.66).

Commitment control strategies: They are strategies for ‘helping preserve or increase the learner’s goal commitment.’

Metacognitive control strategies: They are strategies for ‘monitoring and controlling concentration and for curtailing unnecessary procrastination.’

Satiation control strategies: They are strategies for ‘eliminating boredom and adding extra attraction or interest to the task.’

Emotion[al] control strategies: They are strategies for ‘managing disruptive emotional states or moods and for generating emotions that are conducive to implementing one’s intentions.’

Environmental control strategies: They are strategies for ‘eliminating negative environmental influences’ through ‘making an environment an ally in the pursuit of a difficult goal.’ (Dörnyei, 2005, p. 113)

Vocabulary Size: The number of words which learners of a language are supposed to know at a specific proficiency level.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

The purpose of this chapter is to go through a variety of previous studies done in the field of self-regulation in second language acquisition, to be more specific in vocabulary learning. We would like to focus on language learning strategies as a preliminary to self-regulation and vocabulary related studies that deal with the importance of vocabulary in language learning. We will talk about the related research on vocabulary and its role in language teaching, receptive and productive vocabulary, importance of vocabulary teaching, the meaning of knowing a word, language learning strategies, self-regulation capacity, self-regulation capacity in SLA and vocabulary learning. Studies done in the context of Turkey will also be mentioned in this part.

2.2. Role of Vocabulary in Language Teaching

Vocabulary knowledge is an indispensable part of knowing a language, learning a language, and using a language. When we talk of knowing a word, Nation's definition comes on stage. He asserts that a learner's experience with a word in terms of its aspects like written or spoken form, the grammatical context it is used, and how it functions in collocations, its associations, stylistic register, and conceptual meaning should be taken into consideration (Nation, 1990, p.31). Hulstijn (Hulstijn, 2000, p.259) adds other aspects by mentioning semantic, pragmatic, stylistic, collocational, syntactic, categorical, morphological, articulatory, and orthographic characteristics of words to its aspects. Thus, as it is evident, the role of vocabulary in language learning is of great importance. It has a vital place in being able to both understand and produce in a foreign language in either oral or written form. According to Adolph and Schmitt (2003) in order to be able to understand a native speaker's talk, one should have vocabulary knowledge of minimum 3000 words. Having a big size of vocabulary is of great importance in order to communicate in a second language. For that reason, in the planning of a language course, it is vital to plan vocabulary learning goals and aims. Schmitt (2010) accordingly takes one step further mentioning that certain vocabulary goals must be set according to the learners' communicative need in the target language.

Despite the abundance of language research conducted, the importance of vocabulary in language learning is indicated by quite a few other researchers such as Laufer (1998), and Chacon-Beltran et al. (2010). The importance of vocabulary is probably shown very clearly by Laufer (1998) asserting that the major differing point between a native speaker's and language learner's performance is their vocabulary knowledge. It is difficult for a language learner to know the same amount of vocabulary as a native speaker.

In another supportive instance, Schmitt (2000) defines vocabulary as the body of all the words that exist in a given language. He tries to show the importance and maybe the difficulty of vocabulary learning by drawing a comparison between vocabulary and grammar. According to Schmitt (2000), vocabulary does not have borders considering the fact that there are words unknown to native speakers and native speakers keep learning new words in their own language. On the other hand, grammar is a system of rules, which is limited. When it is learned, there is nothing new to add to it. While grammar is a closed system in that there is a limited set of rules, vocabulary is open-ended, with even older native speakers learning new words. As such, it is likely to be the biggest hurdle in learning a language (Schmitt, 2010, p.30).

As another vital component in language learning, age is found to hold a vital role in vocabulary learning. Hardi (204) contended in his doctorate dissertation on young learners and vocabulary learning strategies in the framework of self-regulation in Hungarian primary school learners. The ages 8-9 were the times when young learners started to develop self-regulated vocabulary learning strategies. Using interviews, questionnaires, and classroom observation, he came up with another important implication showing that young learners may outplay older children in vocabulary learning strategy use.

2.2.1. Receptive and Productive Vocabulary

Vocabulary knowledge is not examined as a sole entity by researchers, rather, it is categorized into two segments: receptive (passive) and productive (active) vocabulary knowledge (Henriksen, 1998; Read, 2000). Whereas receptive vocabulary knowledge is defined as the vocabulary knowledge of a language learner when he/she recognizes word/s in a given text or in an audio text, productive vocabulary knowledge is identified as the knowledge of a learner to use words in speech or writing actively (Harmer, 2001).

This distinction is found to be a significant one as it might ease coming up with diverse strategies to teach receptive and productive vocabulary knowledge to English language learners. In support of this argument, Hulstijn and Laufer (2001) proposed that teachers created a variety of vocabulary teaching activities and tasks that aim at improving learners' receptive and productive vocabulary knowledge separately.

In harmony with Hulstijn and Laufer (2001), the Nation puts forward that the notions of receptive and productive skills are connected to the field of vocabulary and levels of word knowledge, therefore, when the terms of productive and receptive are used in the context of vocabulary, they include all the aspects which are related to knowing a word (2001). Receptive knowledge means that we get input from other people through reading and listening, and then we comprehend what we have read and listened to. Receptive knowledge relates to the perception of a word and knowing its meaning. On the other hand, productive knowledge is related to the active skills of speaking and writing (Nation, 2001). The difference between what learners understand by reading and listening and what they can perform in the form of speaking and writing is identified by the receptive and productive vocabulary knowledge. To examine this more thoroughly, Webb (2008) studied the relationship between receptive and productive vocabulary size. He found out that total receptive vocabulary size was larger than productive vocabulary, and he concluded that learners with a receptive vocabulary are likely to know more of those words productively than learners who have a smaller receptive vocabulary.

De la Fuente (2006) sought to examine if there were any differences between 'task-based language teaching' and 'present-practice-produce' method in terms of teaching productive vocabulary. This research revealed that in order to enhance productive vocabulary knowledge of learners, designing authentic task environments such as task-based language teaching' scenarios helped to increase productive vocabulary knowledge of language learners.

In another study by Lee & Muncie (2012), Canadian secondary school students were observed to see if they improved their use of productive vocabulary knowledge following teachers' explicit and meaningful instruction of the target vocabulary. Results demonstrated positive outcomes in that language teachers' use of explicit but meaningful and contextual instruction aided learners to enhance their productive vocabulary knowledge.

2.2.2. Importance of Vocabulary Teaching

Faraj (2015) stresses the importance of vocabulary learning as a major component of learning English as a foreign language for teachers and learners. He states that a good deal of research has been undertaken to search for strategies to effectively implement vocabulary teaching (Park, 1997; Grainger, 1997). While some methods of vocabulary teaching focus on receptive vocabulary knowledge, others contribute to the acquisition of productive vocabulary knowledge.

The amount of vocabulary that a learner knows has a significant role in their learning of the language. Hacking and Tschirner (2017) studied 48 language learners' vocabulary level and examined their reading comprehension levels. They found statistically significant results in this study on the vocabulary knowledge and reading comprehension which is accepted as a vital component of language learning. In another study by Plaister (1981), fifteen different vocabulary learning strategies were used, and the learners' level of listening improvement was assessed. Results were in support of positive relationship between vocabulary knowledge and listening comprehension achievement. These findings advocate the teaching and learning of vocabulary for non-native speakers in order for them to succeed in proficiency in English. Further, proficient non-native speakers of English have come to be compared to native speakers, and so as to indicate how big their vocabulary size is, they are called native-like, from which it can be mistakenly inferred that native speakers of English know all the lexicon in English. However, that seems to be quite impossible as the lexicon of the language is expanding nonstop. And even for a native speaker it is not possible to acquire all the vocabulary of their own language. So, in case of a non-native speaker, that seems to be even less possible. According to Milton (2009), learning some thousand words and being able to make combinations out of these words is enough for a learner. Chacon-Beltran et al. (2010) claims that it was only in the 90s that researchers put their focus on vocabulary in terms of communication function of the language. Nyikos and Fan (2007) point out the place of vocabulary in receptive and productive skills in the context of effective communication, which also hints us the importance of vocabulary in the proficiency of the language. McCarthy (1990) making a reference to language teachers' experiences, asserts that vocabulary probably has the greatest importance in the preparation of language teaching curriculum. Read (2004) points out the importance of vocabulary in language learning and teaching by showing the fact that learners know how much their

limited vocabulary size would affect their communication in the second language because vocabulary is the core elements through which we transmit our thoughts and messages.

Nation (1993) draws a larger role for vocabulary knowledge and asserts that language knowledge can be improved by learning more vocabulary. Kasper (1993) asserts that acquiring a strong vocabulary foundation will help the language learning process. In this study, she has used mnemonic keyword method (use of acoustics and imagery for words) for vocabulary learning and found significant results. Another study (Chung, 2002) on the use of advance organizers and pre-teaching vocabulary before watching instructional videos found positive relations between vocabulary knowledge and listening comprehension in 188 college students. Another researcher specializing on linguistics and vocabulary learning and teaching, Lewis (1993), devised the lexical approach. In lexical approach, Present-Practice-Produce (PPP) method is rejected, and language is argued to be best acquired through chunks such as teaching (learning) collocations, word pairs and groups. This approach adopted Observe-Hypothesise-Experiment (OHE) method instead of PPP putting forward the natural acquisition of English. In this approach, task and process are emphasized rather than exercise and product. Further, sociolinguistic competence (communicative power) preceeds. This means that the focus on vocabulary learning is for understanding the world, thus, speaking and listening are stressed beyond writing and reading. In brief, these studies clearly indicate that improving vocabulary knowledge will give learners more competency on the language use.

2.2.3. The Meaning of Knowing a Word

It is very important to know the vocabulary of the target language since it is impossible to understand written or spoken form of the language, nor is it possible to produce the language in either form without adequate level of vocabulary knowledge. According to Tseng and Schmitt (2008, p.366), A person should know the amount of vocabulary listed below in order to do the language performances defined.

- 2000–3000-word families to perform everyday communication
- 3000-word families to be able to start reading authentic texts
- 5000–9000-word families to read authentic texts autonomously
- 10.000-word families, a broad vocabulary, to perform most language use

Knowing a word does not necessarily mean that the learner can use the word in written or spoken form. A deeper knowledge of lexical characteristics of a given word must also be known in order to be able to use it correctly. In the case that a learner reads or hears a word for the first time, they try to guess the meaning from its context, with its relation to other words in the sentence. The learner should also be familiar with the written its spelling and spoken its pronunciation forms of the word. Additionally, the usage of the word in a sentence is another factor that determines whether the learner really knows that word. According to Nation (2005, p.584), knowing a word can be classified in those three groups as can be seen in the table below.

Table 1.

What Is Involved in Knowing a Word

Form	spoken	R	What does the word
	written	P	sound like? How is the
	parts	R	word pronounced?
		P	What does the word look like?
		R	How is the word written and spelled?
		P	What parts are recognizable in this word?
~~What word parts are needed to express the meaning?~~			
Meaning	form and meaning	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning?
	concepts and referents	R	What is included in the concept?
	associations	P	What items can the concept refer to?
		R	What other words does this make us think of?
		P	What other words could we use instead of this one?
Use	grammatical functions	R	In what patterns does the word occur?
	collocations	P	In what patterns must we use the word?
		R	What words or types of words occur with this one?
	constraints on use	P	What words or types of words must we use with this
	(register, frequency, etc.)	R	Where, when and how often would we expect to
		P	meet this word? When, where and how often can we use this word?

R = receptive knowledge. P = productive knowledge.

As mentioned before, a receptive and productive aspect to a word are not only related with the language skills. Receptive knowledge of vocabulary means that a learner is able to recognize a word when he or she sees it or hears it. Nation (1990, p.31) claims receptive knowledge of a word also means that one should be able to see the difference between similar looking word forms and decide if the word form looks right.

As such, in receptive knowledge of vocabulary, a learner should also be able to figure out a meaning from the form of the word, thus find out the meaning from the context. In that sense, the relationship between a word and other related words should work too. In terms of the word use, the knowledge and usage of grammar interferes. The grammatical function of a given word decides on the place of the word in a sentence (Zhong, 2018).

On the other hand, in productive knowledge of vocabulary, a learner should be able to pronounce the spoken form of a word and write the word correctly. A learner should also know when to use which word in order to convey the meaning he or she wants to. He or she should be able to differentiate between synonyms and not use every synonym for each other (Webb, 2005).

Despite the presence of myriad studies on the subject, it is quite hard to ensure a definite distinction between the receptive and productive knowledge of vocabulary. At times, it is proposed that either there is no difference between such constructs, or it is only the different point of views that researchers hold. Melka claims (1997, p84) that many of the terms used to show different notions such as ‘active vs. passive, comprehension vs. production, understanding vs. speaking, recognitional vocabulary vs. actual or possible use’ stem from either the different stand points of researchers or there does not have to be such distinctions. Such a distinction between receptive vocabulary knowledge and productive vocabulary knowledge is drawn only for convenience reasons. Melka explains:

Even though a dichotomy between reception and production may seem a convenient notion for vocabulary teaching for some practical, pedagogical purposes, the two notions should be avoided and perhaps even abandoned as too fuzzy. The results from the various studies taken together seem to indicate the distance between R and P shifts: that it is neither fixed nor permanent, and that the boundaries between the two notions are mobile and can move according to various linguistic or extra-linguistic factors (Melka, 1997, p.99).

Maskor & Baharudin (2016) in a study in Malaysia on English as a second language offer several strategies for maximizing the acquisition of receptive and productive vocabulary the most remarkable of which is making a blend of both, in other words, integrating receptive and productive vocabulary teaching strategies to achieve a more nuanced instructional method.

Further, it is worth touching upon the frequency distribution of English vocabulary as well. According to Nation (2005, p.581-582), the number of very frequent words is quite small while the number of low frequency words is rather large. The number of high frequency words is between 1500 to 200 words which every learner of English should learn in the early stages of their learning process since they are beneficial in making the grounds of the vocabulary size and be used for comprehension and communication in the first stages of the learning process. Therefore, teachers should spend time trying to teach those words. In harmony with these arguments, in a study conducted by literacy experts in Texas, several strategies have been offered for teachers to practice vocabulary teaching through explicit instruction such as creating word walls, getting students to repeat the words and having them use the words in a context (Johns & Wilke, 2018). On the other hand, the number of low frequency words is much higher, going up to thousands. Contrary to the common belief that a teacher should not spare any specific teaching time for low-frequency words but equip learners with vocabulary learning strategies so that learners can learn the words autonomously, Webb (2010) investigated the potential of pre-learning frequently occurring low-frequency vocabulary as a tool to increase comprehension of television and incidental vocabulary learning through watching television. He found out that if learners know the most frequent 3,000 word-families and pre-learned low-frequency vocabulary, comprehension and incidental vocabulary learning may increase.

2.3. Language Learning Strategies

The definitions of language learning strategies encompass a broad area, and that is probably the main reason why it receives lots of criticism, in that those strategies refer to many different aspects of language teaching. Tarone (1981) touches upon the language output when he makes a definition, giving importance to linguistic and sociolinguistic competence in the second language. Weinstein and Mayer (1986, p.315) make a definition of strategies as ‘the behaviors and thoughts that a learner engages in during learning that are intended to influence the learner’s encoding process’. Weinstein et al. (2000, p.727)

modified his former definition with Mayer (1986), as ‘any thoughts, behaviors, beliefs, or emotions that facilitate the acquisition, understanding, or later transfer of new knowledge and skills’. It is quite arguable to define a term both in behavioral and cognitive terms and seeing it as behavior, thought, belief and emotion. Weinstein et al. (2000) approach learning strategies with three dimensions as they must be goal oriented, intentionally invoked, and effortful. Despite acceptable, these elements of language learning strategies can also be applied to motivated learning.

O’Malley and Chamot (1990) get away from that output-oriented viewpoint and take a more process-focused view. They refer to strategies as thoughts or behaviors that are utilized in order to understand, learn, and remember new piece of information. A broader definition is made by Ridley (1997) who sees strategies as procedures that work consciously or unconsciously so as to arrive at the expected objectives. According to Williams and Burden (1997), learning strategies are tactics utilized by a learner. Chamot (2005) defines learning strategies as procedures which foster a learning task. Learners of a foreign language are aware of what their aims are when they pick their strategies in order to deal with an unknown language problem. Anderson (2005) makes the definition of language learning strategies as conscious actions taken by learners to improve their level of the target language. Swan (2008) points out the importance of problem solving as a key element in the concept of strategy. How you solve problems during the learning process is a strategy rather than what you do in order to solve those problems.

On the contrary to the broad approaches to language learning strategies mentioned above, Oxford makes a definition of language learning strategies defining that they are specific methods or techniques exploited by language learners in order to promote the ‘comprehension, retention, retrieval and application of information in the second or foreign language’ (Cited in Oxford, 2003b, p. 339). Cohen (1998) sees strategies as processes that are picked by learners, and those strategies may help with the learning process or with the language use. He claims strategies being chosen by learners is a vital element of learning. Although choice might play an important role in language learning, it cannot be regarded as a distinctive factor in strategic learning since all learners have to make a lot of decisions during their learning process and they do not necessarily have to be strategic choices. Riding and Rayner (1998) claimed that in order for an activity to be strategic for a learner, it has to be appropriate and helpful for that learner since they assert that a learner will show effort to adopt learning procedures when they find the strategies helpful to their needs, whereas Tseng et al. (2006) oppose to that by claiming that if

learning strategies, when defined like this, could only be referred to a particular agent since a given learning activity may not be strategic for one activity while it could be strategic for another one. Ellis (2009) sees strategies as mental activities that are present in language learning and again in language use. According to Nation (2001), strategy choice, complexity, knowledge of strategies and their relationship with vocabulary learning and use are important, however, he avoids making a clear definition of language learning strategies. What could be understood from all the definitions made by researchers is that language learning strategies are by any means, though too much assorted, supposed to aid the language learner through the process of language learning. Strategies are outlined by Cohen and Macaro (2007, p.27) as in the following:

1. The strategies that learners use are accessible and can be documented.
2. A strategy is a construct that can be defined, and what it is and what it does can be described in practical terms.
3. Strategies are important because they are associated with successful learning.
4. Some learner types are more likely to use strategies or use them more successfully than other learner types.
5. Strategies can be taught and learners, as a result, can develop more effective strategic behavior.

Although language learning strategies have definitions both broad and detailed, they receive much criticism. Dörnyei (2005) puts forwards the question of what makes learning strategic. In what sense are an ordinary learning activity and a strategic learning activity different? As Dörnyei (2005, p.164) puts it

What exactly is the difference between engaging in an ordinary learning activity and a strategic learning activity? That is, what is the difference between the processes of learning and learning strategy use? For example, if someone memorizes vocabulary by simply looking at a bilingual vocabulary list, most people would say that this is an example of learning. But if the person applies some color marking code to highlight the words in the list which he or she still does not know, suddenly we can start talking about strategic learning. But what is the difference? The color code?

Dörnyei (2005, p.163) puts forward the lack of a clear definition of a learning strategy product, yet, there is no question about its necessity in the language learning process. The nature of Language Learning strategies has received a lot of criticism since

its definition is not clear enough to draw one whole picture. As Dörnyei puts LLS in a wider scope, LLS ‘refer to idiosyncratic self-regulated behavior, and a particular learning behavior can be strategic for one learner and non-strategic for another’ (Dörnyei, 2009, p. 183).

There seems to be several studies in the literature regarding the strategy use and other variables. To illustrate; Oxford et al. (1988) examined the sex differences and vocabulary learning strategies arriving at the conclusion that female learners deploy wider range of strategies in language learning. In contrast to the findings of Oxford et al.’s study (1988), Nisbet et al. (2005) found in their study on 168 Chinese EFL learners that gender was not a significant determinant in language proficiency. Another study by MacIntyre and Noels (1996) revealed that among 50 language learning strategies, only a limited number of them were actively used by the learners. The reasons for these strategies not being used at all were mainly listed as socio-psychological causes such as lack of motivation and feeling of anxiety.

A challenge of measuring the effect of using LLS is clarified by Woodrow (2005). He claims that quantitative methods such as Likert-type scales and questionnaires do not give a reliable account of the evaluation of LLS. Hence, Woodrow (2005) suggests using qualitative methods in measuring the effects of LLS since such methods could look into the personal and cultural differences in a deeper fashion to better understand the situation of learners and the learning environment.

As with other four skills in English language learning, several SRL studies were carried out with the purpose of understanding the use of strategies by the learners particularly in vocabulary learning process (Dörnyei, 2005; Nation, 2001; Webb, 2005; Schmitt, 2010).

Ping et al. (2015) studied the self-regulatory capacity of 38 Chinese EFL learners from a Chinese university through fully-structured interviews and vocabulary level test. Results have revealed that students were inefficient in using high-frequency words and deep cognitive processing of words such as word structure and semantic grouping as well as insufficient in deploying metacognition strategies such as goal-setting, monitoring and reflecting. Authors put forward explicit self-regulation instruction as a possible solution to the problem via vocabulary learning strategies such as note-taking, repeating, peer-learning, association, and self-regulatory strategies such as goal-setting, monitoring and reflecting that need to be overtly taught to students for them to achieve mastery in SRC.

2.4. Self-Regulation Capacity

There is a variety of definitions and proposals given by different researchers depending their ideas on different theoretical backgrounds like information processing and social-cognitive theory (Dinsmore, Alexander, & Loughlin, 2008; Pintrich, 2000). A broad definition of self-regulated learning by Pintrich (2000, p.453) is ‘an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment’.

To exemplify one group of the self-regulated vocabulary learning researchers, Schraw, Crippen, and Hartley (2006) hypothesized that the three components of self-regulated learning are cognition, metacognition, and motivation. The cognition part is identified with skills and strategies in learning input. The metacognition part relates to skills that learners use while checking their learning processes. The motivation part refers to learners’ beliefs and attitude about their learning and learning capacity.

Although there are differences among approaches to self-regulation capacity suggested by different researchers, there are two things in common among them, which are systematic approach to self-regulated learning strategies and motivational beliefs (Pintrich, 1999, Zimmerman, 1990, Zimmerman and Schunk, 2008). According to Zimmerman (1990, p.5), self-regulated learning strategies are ‘actions and processes directed at acquisition of information or skills that involve agency, purpose, and instrumentality perceptions by learners’. According to Zimmerman (1998, p. 73-74) ‘most self-regulated learning models have incorporated motivational variables as central features such as goal-setting, self-beliefs, and intrinsic interest.’ He makes the definition of self-regulation as ‘self-generated thoughts, feelings, and actions for attaining academic goals’ He asks six questions to investigate the self-regulation capacity of a learner:

The question *why* addresses students’ motivation to self-regulate their study. In their study investigating the relationship between students’ goal setting and achievement scores, Morisano et al. (2010) observed that academically-struggling students achieved satisfactory results after a web-based intervention program on individual goal-setting. Students who took the program made detailed lists of short- and long-term academic goals for themselves and determined what to do to accomplish these goals.

How to study refers to students who choose and adapt their own way to study. Sim (2007) conducted a task-strategy study on ESL students in Australia through a course

program in a higher education institution. Students were trained to prepare outlines of goals and use strategies to achieve these goals when they are given a new academic task. Results obtained through a questionnaire at the end of the semester showed that students who took the course had increased self-autonomy and self-belief.

When relates to the time dimension of study. Time planning, management, and self-beliefs are included in students' effective use of time. *What* refers to students' overt behavioral performance. Students are supposed to pick, alter, and adapt depending on the feedback produces. Zhang (2012) reported increased competency in listening comprehension after implementing a 15-week listening strategies course to ESL students in China. Results of the study demonstrated that students in the experimental group showed higher listening comprehension rates for given tasks (a news story, a classical study and a scientific story as listening tasks) compared to the control group who didn't receive any intervention. Students in the 15-week program were trained to use cognitive, meta-cognitive and self-monitoring strategies to master listening comprehension tasks.

The question *where* refers to the way that students regulate their physical environment. *With whom* refers to the social dimension of study. Self-regulated students have knowledge of with whom to study and vice versa. Newman (2008) undertook a study that attempted to reveal the questions in learners' minds when it comes to 'help-seeking'. These questions were found to be 'What should I ask?', 'Whom should I ask?', 'How shall I formulate my question?', 'Which of my friends is most likely to know the answer?'. This study invites researchers to come up with answer to these questions that arise in learners' mind when help-seeking.

All this detailed explanation of self-regulation by Zimmerman (why, how, when, what, where, with whom) was for the general educational psychology field.

Pintrich and De Groot (1990) make a definition of self-regulated learners drawing a picture of active learners in terms of metacognition and cognition, and strategic in terms of accomplishing their academic goals. Self-regulated learners know about their learning processes, their needs in the learning process, and what they should do in order to achieve their expected academic goals. Self-regulated learners set their own academic goals, make plans on how to accomplish those goals, and check their learning processes and learning outcomes. In terms of cognition, different learning strategies are utilized by self-regulated learners in order to assist them in understanding information they receive during the teaching and learning process.

2.4.1. Self-Regulation Capacity in SLA and Vocabulary Learning

According to Pintrich et al. (1990) learners must have a conscious control on what they think and what they do during the learning process. In that sense self-regulatory strategies play a key role in terms of having this kind of consciousness. A variety of metacognitive strategies were put forward by Pintrich et al. (1990, 1991) as regulation strategies, making plans for activities, and monitoring thinking and academic behavior. They also proposed cognitive strategies such as organizational strategies, rehearsal, and elaboration. These are all claimed to have influence on academic success.

Likewise in second language learning field, quite a lot of studies have been carried out in order to find out the role of strategy factors. Most studies come to an agreement that strategies play a positive role in language tasks. In a study done with Korean EFL students, Park (1997) concluded that there was a significant correlation between students' strategies and their English proficiency. Wang et al. (2009) also found out a positive relationship between Chinese learning American college students' achievement in listening, speaking and writing skills and their regulation capacity.

As for the regulation studies, specifically on vocabulary learning, in Gu and Johnson (1996) vocabulary learning was separated into metacognitive and cognitive strategies. In metacognitive regulation, selective attention and self-initiation are two major parts. Cognitive strategies on the other hand are more diverse as rehearsal, encoding, activation, note-taking, dictionary use and guessing. They concluded that selective attention and self-initiation of vocabulary learning were in parallel with general English proficiency of Chinese college EFL learners. And also, cognitive strategies were in line with the same learners' general English level and vocabulary size. Nassaji (2006) also found similar results to that of Gu and Johnson. He found a positive relationship between learners' vocabulary size and their strategy of lexical inferencing.

Despite the presence of a great number of studies on self-regulation in general educational research, there is not much research into control of learning beliefs and its connection to second language learning achievement. For Dörnyei (2005), individual differences affect second language learning as they have been observed to correlate with the learning of the language in academic contexts. On the other hand, according to Ellis (2009) individual differences have been of little interest only in general measures of learners' proficiency.

Self-regulation capacity in second-language learning has been of research interest as shown by Tseng, Dörnyei and Schmitt (2006). They explored the self-regulation capacity of university students in Taiwan. They developed a self-regulation instrument which they assumed psychometrically sound and applied this instrument to 192 students from two universities. Their study 'provides evidence for the validity of transferring the theoretical construct of self-regulation from educational psychology to the area of second language acquisition'. Tseng et al. (2006) proposed that self-regulation capacity can be transferred from educational psychology the second language acquisition field.

A different population than university students was investigated by Wang and Pape (2004) who studied four fifth grade students' self-efficacy and their self-regulated learning strategies in China. They used interviews and compared their results with self-regulated learning strategy questionnaires. They found out a positive relationship among the students' self-efficacy, self-regulated strategies, and their English language proficiency.

Tseng et al. (2006) could be considered as the pioneers in transferring self-regulation capacity into the field of second language acquisition. Tseng et al. (2006) came up with a new concept of self-regulation that they took over from educational psychology. They emphasized the inner self-regulation capacity of learners rather than giving importance to outcomes of strategic learning. The biggest difference they made in the field was to make an exclusive place for self-regulation capacity in the specific field of vocabulary learning. For this reason, they call the concept as self-regulating capacity for vocabulary learning. With the doors opened by them, quite a few other researchers have delved into the relationship between self-regulation capacity and vocabulary size of second language learners. Ma Ping and Siraj (2012) studied the relationship between self-regulated learning strategies and motivational beliefs for vocabulary learning and discovered that learners' low self-efficacy and motivation may stem from lack of strategy knowledge. They suggest that it is necessary to enhance the Chinese EFL learners' self-regulation in vocabulary learning through strategy instruction. They found out the necessity of training Chinese EFL learners in terms of self-regulation capacity for vocabulary learning.

Zarei and Hatami (2012) examined Iranian EFL university students' self-regulation capacity, their vocabulary knowledge, and their reading comprehension. They discovered mixed relationships among those three variables. And also, they could not find

a relationship between the students' self-regulation capacity and their vocabulary knowledge.

Mizumoto (2013) explored the relationship between self-regulated learning approach and self-efficacy in vocabulary learning. One of the groups received self-regulatory instruction, and the other group received no instruction. They both took vocabulary tests as a result of which showed that instruction receiving group scored higher than the other one. This helped the belief that learners could become more independent, autonomous, and successful in their vocabulary learning if they were given a self-regulatory training.

Hardi (2014) studied with primary school students' self-regulation capacity and their vocabulary learning strategies. He divided the learners to three age groups. He found out that the younger the learners the more learning strategies they used.

Bytheway (2013) investigated the effects of multi-player online games on vocabulary learning strategy development of ESL students in New Zealand. Using observation, interview and document analysis of game logs as qualitative data collection tools, the author contends that incorporating games into vocabulary learning settings could enhance the acquisition and adoption of SRC strategies of ESL learners.

2.4.2. Self-Regulation Capacity in the Context of Turkey

Özkasap (2009) aimed to examine the level of self-efficacy of Turkish students in terms of regulating their language learning process, and how much responsible they felt themselves for their English learning process. Özkasap carried out her study at Yıldız Technical University using a questionnaire and semi-structured interview questions. It was found out that the self-efficacy level of the students was moderate while their responsibility level was a little more than their teachers. The study also attempted to figure out whether there was a positive relationship between self-efficacy for self-regulating and perceived responsibility for English language learning. The relationship between the two was found to be a positive one.

Unlike Ozkasap's study (2009), Bilican and Yesilbursa by using an intervention method (2015) tried to examine the extent to which a one-month self-regulation awareness raising program could be successful among high school students in Turkey. They validated the SRCvoc for the Turkish setting. Both the experimental and control group students increased their scores after they studied the target vocabulary. Results of

the study did not show a significant difference between the performances of the experimental and control groups of the study.

A relatively shorter intervention program by Yesilbursa (2002) in a former experimental study administered a one-week awareness raising training. This time she made use of meta-cognitive skills in listening skills among Turkish students. The result of this study did not show any significant relationship between the awareness training program and the level of listening skills of the students. This could be pertaining to the small number of participants, which was twelve students, and eleven students in the experimental and control groups, respectively.

Though not an intervention study, Senturk (2016) tried to look into the relationship between Turkish EFL learners' self-regulation capacity and their vocabulary knowledge. He looked into the correlation between the students' proficiency level and vocabulary size. The study adopted the 150-item Schmitt vocabulary test and gave it to 149 students from Hacettepe University and 30 students from Bülent Ecevit University. The students' proficiency level depending on their then level of English and their vocabulary test result were compared. It was concluded that there is a positive relationship between students' self-regulation capacity and their vocabulary size.

Dunyaguzeli (2019) in her master's thesis study implemented an intervention program to increase self-regulated learning self-efficacy beliefs in English learning for 9th grade students in Denizli, Turkey. Through the use of interviews, student diaries and t-test results, she collected data and analysed the intervention program. Findings of the study demonstrated that participant students mostly utilised 'rehearsing & memorising' and 'social assistance seeking' strategies in learning English language. The researcher also made use of NLP (Neuro Linguistics Programming) seminars given by a field expert to support students for SRC acquisition as part of motivational enhancement for students. Further, she has emphasised the significance of integrating self-regulated learning strategies into the curriculum in school where English is taught.

Serce (2013) implemented an intervention of vocabulary learning strategy instruction for English preparatory school students in Konya Selcuk University in 2012. Lasting for 10 weeks, explicit vocabulary learning instruction yielded several positive results among which the most notable one was students' belief that self-regulatory capacity would help them in their life-long learning journey beyond mere English vocabulary learning.

Tezgiden (2006) examined the effects of vocabulary learning strategy instruction and sought to unearth the learners' reported perception of usefulness and strategy use following the intervention. The intervention involved learners from a pre-intermediate English preparatory class from Afyon Kocatepe University for 3 weeks. Results highlighted the vitality of explicit instruction of vocabulary learning strategy use and a positive increase in the autonomy and independence of ESL learners.

Cevik et al. (2018) investigated middle school students' use of vocabulary learning strategies and its relationship with a number of variables such as achievement scores, stage book reading and parental education level in Kecioren, Ankara. Results indicated no significant difference between strategy use and parental education and achievement scores. The only meaningful difference was found to be stage book reading performance of students who adopted effective vocabulary learning strategies.

Memis (2018) conducted a study involving 182 Turkish students who learned English as a second language. The study sought to reveal if there was any significant effect of age, gender and previously-learned foreign language. Gender, age and previously-learned foreign language did not have any meaningful contribution to vocabulary strategy use of the learners. However, those who adopted vocabulary learning strategies had higher levels of vocabulary knowledge which was demonstrated through a vocabulary test designed by the researcher himself.

While Memis (2018) attempted to reveal age, gender and previously-learned language effect, Serabatır (2008) studied if there was any meaningful relationship between 6th and 7th grade primary school students' vocabulary learning strategy use and gender, academic achievement, tutoring, parental education level and learners' attitudes towards English as a foreign language. Gender was a determining factor in strategy use in favor of females, academic achievement was also supportive of the positive impact of strategy use whereas getting private courses or tutoring services did not lead to meaningful differences in terms of strategy use. Besides, parental education levels were positively correlated with strategy use in vocabulary learning.

CHAPTER III

METHODOLOGY

3.1. Overview

In this chapter we aim at detailing the methodology used while administering this study by explaining the participants, instruments, procedure and research design of the study, and some ethical issues related to our study.

3.2. Participants

The participants of this study are students from a foundation university in Istanbul where the language of instruction is English only. Convenient sampling has been employed while choosing the participants who are mostly from Turkey. However, a significant number of the participants are international students as the student body of the university has a relatively big number of international students. The participants of the study come from all three cycles of higher education, namely undergraduate, master and PhD cycles. In total 124 people participated in the research. They were selected based on convenient sampling procedure. The participants were enlisted from different classrooms from B1, B2, and C1 levels. Following tables relate to socio demographic characteristics (descriptive statistics) of participants (total number of participants, gender, nationality, cycle of study).

Table 2.

Number of Participants

		gender	nationality
N	Valid	124	124
	Missing	0	0

Table 2 shows the total number of participants to the study. 124 students took the SRCvoc and Vocabulary Size Test, and all of them completed both the survey and the test.

Table 3.

Participants by Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	76	61,3	61,3	61,3
	Male	48	38,7	38,7	100,0
	Total	124	100,0	100,0	

When we examine the participants in terms of gender, we see that 61.3 % is female (n=76) while 38.7 % is male (n=48).

Table 4.

Participants by Nationality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Turkish	84	67,7	67,7	67,7
	Other	40	32,3	32,3	100,0
	Total	124	100,0	100,0	

With respect to nationality, 67.7 % (n=84) of the participants is Turkish, and the remaining 32.3 % (n=40) is from other countries.

Table 5.

Participants by Cycle of Study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undergraduate	64	51,6	51,6	51,6
	Master	34	27,4	27,4	79,0
	Phd	26	21,0	21,0	100,0
	Total	124	100,0	100,0	

When we look at the table pertaining to the participants' cycle of the study, we observe that a little over half of our participants are undergraduate students with 51.6 %

(n=64), Master students' population comes the second with 27.4 % (n=34), while the third one in the row is PhD students with 21.0 % (n=26).

3.3. Instruments

3.3.1. Self-Regulation Capacity in Vocabulary Learning Scale

We have made use of two instruments in order to gather the required data for our study. The instrument through which we have measured the self-regulation capacity of the learners is the Self-Regulation Capacity in Vocabulary Learning Scale, SRCvoc as of now, which was developed by Tseng, Dörnyei, and Schmitt (2006). SRCvoc consists of five components which are commitment control, metacognitive control, satiation control, emotion control and environment control. Tseng et al (2006), relied that scale on the theoretical concept of self-regulation that Dörnyei created (2001). SRCvoc comprises of 20 items that delve into tendencies learners have while they learn vocabulary. The scale is a six-point Likert-scale ranging from strongly disagree (=1) to strongly agree (=6). There are 4 items in each of the five facets in the scale. Items 4, 7, 10, and 13 are related to commitment control which is supposed to help learners preserve and enhance their original goal commitment. Items 5, 9, 11, and 16 relate to metacognitive control that is supposed to help learners monitor their concentration and lower any kind of inhibiting factors. Items 1, 8, 18 and 19 are connected to satiation control which helps avoid boredom and adds attraction and interest to the task. Emotion control Items 2, 6, 12, and 15 are related to emotion control that regulates disturbing emotional states or moods. Items 3, 14, 17 and 20 make up environment control which is supposed to help learners defeat negative environmental influences. We did the reliability study of the scale and found the Cronbach's Alpha value as ,910.

Table 6.

Reliability Statistics

Cronbach's Alpha Based on		
Cronbach's Alpha	Standardized Items	N of Items
,910	,914	20

3.3.2. Vocabulary Size Test

The second instrument we used is Vocabulary Size Test which was developed by Nation and Beglar (2007) in order to determine learners' vocabulary knowledge. It measures how much vocabulary a student knows. As Nation and Beglar (2007, p.10) put it 'The Vocabulary Size Test has a different purpose. It is not a diagnostic measure like the Vocabulary Levels Test (Nation, 1983), but is a proficiency measure used to determine how much vocabulary learners know.' The Vocabulary Size Test was based upon word family frequency estimates taken from the British National Corpus. The test consists of 140 multiple-choice items in the test ordered according to the frequency level.

The Vocabulary Size Test was developed by Nation and Beglar in order to offer a detailed and reliable measuring tool for the vocabulary size of learners of the English language. The size ranges from the first 1000 to the fourteenth word family of the language. According to Nation (2006), there is a rough data on how much vocabulary is required in order to get involved in some receptive tasks. He found out that in order to engage in normal spoken and written form of language an average of 8000-word family is needed, excluding proper names. Hu and Nation (2000) propose that in order to independently understand a text, a reader should be able to reach 98 per cent of the vocabulary in that text. Below, Nation (2006) gives a summary of required vocabulary sizes in order to understand 98 per cent of different types of texts.

Table 7.

Required Vocabulary Sizes According to Nation

Texts	98% coverage	Proper nouns
Novels	9,000 word families	1-2%
Newspapers	8,000 word families	5-6%
Children's movies	6,000 word families	1.5%
Spoken English	7,000 word families	1.3%

Nation (2007) separates word families into three frequency classes as high frequency, mid-frequency, and low frequency, and he relates the vocabulary size scores of learners to the frequency levels.

Table 8.

Word Families According to Nation

Level	1000-word family lists	Learning procedures
High frequency	1000-2000	Reading graded readers, Deliberate teaching and learning
Mid-frequency	3000-9000	Reading mid-frequency readers, Deliberate learning
Low frequency	10,000 on	Wide reading, Specialized study of a subject area

The words in the Vocabulary Size Test are taken from the most frequently used 14000-word families of the English language. There are 140 items, ten items that represent each 1000-word level. The test is not a vocabulary in use test but rather a written receptive vocabulary size test. Being a receptive vocabulary size test, it gives the participants word forms, and the participants are supposed to get the meaning of the presented words. They are supposed to have at least some idea about the meaning of the word so that they can pick the right answer from the four choices. The items were prepared in a non-defining manner as Henning (1991) puts forward that it gives clue about the part of speech function of the word, and it gives some kind of help in order for the participant to guess the meaning of the word.

In the beginning parts of the test, the words are the ones that are more likely to be known by participants since they come from first thousand-word family. Frequency level is in parallel with the possibility of a word being known, for this reason, it is quite normal if a participant's scores decrease as he or she goes towards the end of the test. It may also happen that a participant with vocabulary size of 2000 knows words from higher levels.

Each item in the Vocabulary Size Test symbolizes 100-word families since there are ten words from each 1000-word level. Participants scores are multiplied by 100 in order to find their vocabulary size in the 14th 1000-word family level. So, if a participant scores 70 correct answers from 140 items, she or he is considered to know 7000-word families out of 14000-word families.

Since the Vocabulary Size Test measures only the receptive vocabulary level of participants, it does not give us a clear picture of how the participants would be able to use these words in either speaking or writing. It only gives us an average prediction of how much a participant can understand what he or she reads.

The Vocabulary Size Test will give us a rough picture of how much vocabulary our participants currently know from the most important words in English that make up the 14000 words. According to Nation (2007), learners of English who study at an English-speaking university are supposed to have around 5000 to 6000 word families while non-native PhD students are supposed to have a word family of 9000 word families. From the given suggestion we might infer that master students are supposed to know somewhere between 5000-6000 and 9000, which makes it 7000-8000 word families.

3.3.3. Interviews

To strengthen the precision of research results following the implementation of quantitative data collection tools in this study (SRCVoc questionnaire and the Vocabulary Size Test), interviews were added as a qualitative data collection tool. Apart from making the study a mixed-methods research (Creswell, 2012), interviews also yield several positive outcomes in terms of reliability and validity of the research results. First of all, interviews should bear one or more specific goals to contribute to the validity and reliability of the study results (Tomoda et al., 1997). The goals of the interviews in this study were to achieve deeper analysis and evaluation of the participants' capacity for self-regulation in English language vocabulary learning. As is known, mere questionnaires and other quantitative tests fail to bring up a thorough picture of the study as they are extremely structured, numerical and tightly-objective in their nature. On the other hand, interviews hold the potential to reveal the insights of the participants on a more profound and subjective level with the open-ended nature of the data collection instruments (Yıldırım & Şimşek, 2003). Hence, interviews are the tools to complete the quantitative data collection tools to gain a more extensive view of the situation examined. Interviews are various in their form such as structured, semi-structured, unstructured and focus group interviews (Yıldırım & Şimşek, 2003). In this study, a semi-structured interview method was opted. The reason for this was that the researcher wanted to compare the preliminary research findings from the questionnaire and test results with the interview results to see if they were meaningful, significant and matching. Therefore, standard questions were

directed to each participant, but they were also allowed to give more insights and examples if necessary.

3.3.3.1. Interview Setting

This study was conducted at Ibn Haldun University, School of Foreign Languages. Running as a foundation university, IHU (Ibn Haldun University) has around 200 hundred prep school students who are placed in 5 modules of foreign language competency such as elementary, pre-intermediate, intermediate, upper-intermediate and pre-faculty. There are around 35 English teachers from diverse national backgrounds. Students are freshmen, MA and Ph.D. students who study in English preparatory school to learn academic English. The researcher himself who conducted interviews is an English teacher in this institution, too.

As an initial step, it is vital to determine the number of interviewees to attribute validity to the interviews. At this point, Kvale (1996) suggests the optimal number of interviewees as 15 +- (10) that means a number between 5 to 25. With this in mind, the researcher of this study found it convenient to hold around 14 semi-structured interviews following the questionnaires and tests applied to 124 students. Bearing this in mind, 14 students from various modules and classrooms were selected randomly to have an interview with. Among these 14 students, 4 students were purposefully chosen from international students to keep the fabric of the research participants intact. As is remembered, in the questionnaire part, international students had been given share, too. Interviews were started 3 months after the questionnaires and tests had been implemented. The purpose for late implementation was to minimize the probability of participants remembering the questionnaire and test questions, thus getting influenced by them while responding to the interview questions (Creswell, 2012). Zoom video-conferencing tool was the platform preferred by the university to continue educational activities. Henceforth, each student was sent an email and consent letter inviting them for a Zoom meeting to hold the interview. All 14 students approved joining the interviews via email. The interviewees' class schedules were considered, and the interviews were held when they had free time in accordance with the researcher's available hours. Following the participants' approval, the researcher gave a call to the interviewees. Each Zoom meeting lasted around 5 to 10 minutes and was video-recorded to be transcribed later.

3.3.3.2. Interview Language

Via the consent email sent to the participants, the aim and scope of the interviews were explained and this way the participants were enlightened. Interview questions were thoroughly and meticulously prepared by the researcher following a lengthy literature review and expert opinions. Interviews were held in participants' native language, Turkish, rather than English since the participants might not have been able to express their feelings, thoughts, insights and perceptions of the SRC Vocabulary learning strategies they applied in their vocabulary acquisition. Only 4 foreign students were interviewed in English as that was the only medium of communication to come to an agreement. Two other English teachers checked the interview questions in English and their translated version to Turkish. After language experts' affirmation, participants were invited to the Zoom Meeting. 10 students were interviewed in Turkish while 4 international students were interviewed in English with detailed explanations of what the questions sought for in participants' responses to SRC Vocabulary learning strategies.

3.3.3.3. Interview Structure

Interviews are commonly used tools particularly for two purposes in practice:

- a) as a post-quantitative data collection tool: to support the results of quantitative data such as questionnaires and surveys
- b) before the quantitative data collection tools are implemented: to set the ground and provide foundation for quantitative data collection (Buyuksener et al., 2013).

In this study, semi-structured interviews were used following the administration of SRC vocabulary test and questionnaire. The goal is to see if the results of the first two data collection tools are congruent with the interview results. With this purpose in mind, semi-structured interviews attempted to question the opinions and insights of the participants (14 of them). Validation of the interview questions was of priority in the research to gain meaningful and significant results. To actualize this, the literature offers the researchers several criteria to be accomplished (McCracken, 1988). According to McCracken (1988), these can be listed as schematization, planning, conducting interviews, transcription, analysis, validation and summarizing the study results.

To successfully complete the first step, that's schematization, literature review for self-regulated learning and vocabulary learning strategies was examined in depth (Cohen, 1998; Dörnyei, 2001; Gu, 1996; Hardi, 2014; Nation, 1990; Pintrich, 2000; Schmidt, 2008; Zimmerman, 2002). Literature review process continued until the saturation point. During a literature study, when the search starts to give similar results and repeat the similar ideas, it means that the literature study process has achieved the saturation point (Faulkner & Trotter, 2017). The planning phase consisted of detailing the process of interview procedure. A sample of students from the questionnaires and tests were interviewed (n=14) to elicit their opinions on vocabulary learning strategies. Participants were selected using convenience sampling method. Convenience sampling method is practical when the researcher has limitations in finding diverse participants to interview, so, the participants are selected from conveniently reachable individuals (Buyuksener et al., 2013). In this study, an email message was sent to questionnaire participants and SRC vocabulary test takers as an invitation to be interviewed. 14 of them accepted the invitation to participate in the interview part.

While forming the interview question items, self-regulated learning cycle (Zimmerman, 1998) was adopted. This cycle consisted of planning (forethought), monitoring (performance) and reflecting (self-reflection). Thus, the questions in the interview pursued these steps as seen in the following:

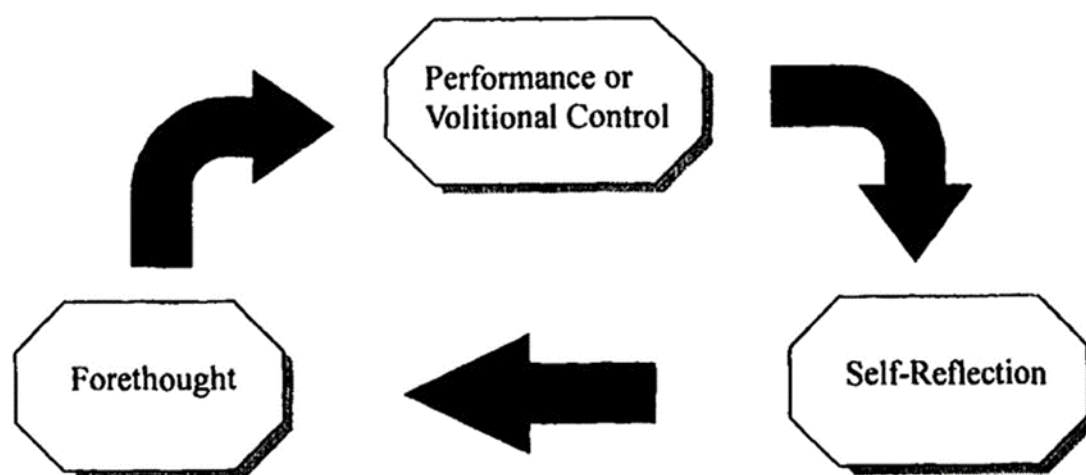


TABLE 1 Phase Structure and Subprocesses of Self-Regulation

Cyclical self-regulatory phases		
Forethought	Performance/volitional control	Self-reflection
Task analysis Goal setting Strategic planning Self-motivation beliefs Self-efficacy Outcome expectations Intrinsic interest/value Goal orientation	Self-control Self-instruction Imagery Attention focusing Task strategies Self-observation Self-recording Self-experimentation	Self-judgment Self-evaluation Causal attribution Self-reaction Self-satisfaction/affect Adaptive-defensive

Figure 1. Phase Structures and Sub-processes of Self-Regulation

Source: As in Zimmerman, 1998

Table 9.

Categorical matching of Self-Regulation Cycle and Interview Questions

SRL Zimmermann	Cycle	Steps	identified by	Semi-structured Interview Questions
		Planning (goal setting)		1. Do you set goals for vocabulary learning? If yes, please specify your methods.
		Performance Observation (cognitive)		2. What special techniques do you use to learn vocabulary? Think about the Internet, movies/series, dictionaries, note-taking, stickers, rehearsing, rewriting, peer/group-assistance etc.
	Performance	Observation (meta-cognitive)		3. Can you sustain your concentration while learning vocabulary? If so, what do you do to stay focused?
	Performance	Observation (behavioral)		4. Can you overcome negative behaviors such as procrastination while learning vocabulary? If so, share any practical actions with me please.
	Performance	Observation (emotional)		5. Can you control your negative moods/emotions such as boredom or stress while learning vocabulary? If so, how do you manage to regulate your negative mood?
	Performance (environmental)		Observation	6. Do you arrange your study environment for better performance while learning vocabulary? If so, can you give some examples?
		Reflection (self-reflection)		7. Do you reflect on / think about your mistakes, successes and failures after vocabulary learning process? If so, please share with me your reflection process.

For the next step, broad transcription method was adopted (Hardi, 2014). In the broad transcription method, natural oral patterns are followed rather than a complex one. For punctuation, dots, commas, full stops, question marks and exclamation marks are indicated, and three dots means thinking pauses. Repetitions are avoided and every meaningful sentence is shown only once as they are regarded not significant to the research study. In this method, the researcher seeks to spot and pick noteworthy and visible parts and focuses on the main words of importance rather than transcribing every

single letter and punctuation. This makes the process more convenient and practical to spot and pick the themes.

Finally, in the data analysis part, inductive coding method was followed (Thomas, 2006). In inductive coding process, before the analysis, codes are determined by the researcher. Themes are placed under the codes that are pre-determined by the researcher in this study. Pre-determining the codes before the coding process is called inductive coding (Buyuksener et al., 2013). The researcher is experienced and knowledgeable enough thanks to the thorough literature review and questionnaire scores to anticipate the coding themes that participants will share regarding the SRC vocabulary learning strategies that they use. On the other hand, deductive coding is what the researcher deduces while and after analyzing the transcriptions to see what themes the participants have produced. In deductive coding, the researcher does not hold any predetermined opinions of the interview results and themes to be coded. As the emerging meanings are placed into these pre-determined codes, inductive coding is more frequently preferred by researchers due to its easy implementation. As the codes already exist, the new information elicited from the interviewees are conveniently placed into these codes which makes the research process quite rigorous and smooth. Inductive coding is also found to be convenient for research areas where extensive literature review is available. The reason for this is that extensive literature review provides the researcher the results of several validated questionnaires, interviews, tests, and other quantitative and qualitative data collection instruments. This enables the researcher to be familiar with the general perceptions and perspectives of the study subjects in the field that leads to easily formed inductive codes for interview analysis.

The coding process is undertaken by two coders which is called inter-coding. Inter-coding is crucial to reinforce the objective analysis of the codes and themes that emerge after the transcription step. Via inter-coding, the research attempts to ensure inter-coder reliability which is important in showing the objectivity and trustworthiness of this process (Creswell, 2012).

3.4. Procedure and Research Design

The participants were informed that their participation was voluntary and confidential. All participants were ensured that information would be used for research purposes only and the information/data collected throughout the self-regulation capacity

questionnaire, the vocabulary size test and the interview questions would not be shared with anyone. Although the survey and the test were expected to take about forty minutes, participants were not given a time limit. However, in the interviews, the participants were informed beforehand that the interview would take between 5 to 10 minutes. Both the self-regulation survey and the vocabulary size test were sent to the participants' email addresses through Google Forms application whereas only the invitation for the interviews was sent via email. Participants were asked to indicate their gender, cycle of education, nationality. All completed responses were downloaded on an Excel form and then transferred to the SPSS 22. While the interviews took place in April-May 2021, we had to distribute the Vocabulary Size test and especially the SRCvoc towards the end of academic year, specifically May, since we wanted our participants to be at least in B1 level for the sake of comprehension of the items in the SRCvoc.

The participants of the study come from a variety of countries, not just Turkey, and they study English in the first year of their studies. For the survey questions to be understood correctly, the items were either to be translated to the mother tongues of the participants or we would have to wait until the participants gained the level of English in order to be able to understand the items in the survey. In terms of practicality, it was not feasible for us to translate the scale into every other participant's language and then do a validity test on each version. For this reason, we opted to administer the survey in English in a time when our students could easily understand the items. We operated SPSS version 22 in order to analyze the data we got from the two instruments. We employed descriptive features of SPSS in order to be able to answer the research questions that are addressed in the next part.

3.5. Ethical Procedures

In order to guarantee the privacy of participants, we did not include a name section neither on the self-regulation survey, nor on the vocabulary size test. At the end of vocabulary size test, each participant was able to see their own score. Before the distribution of the survey and the test, all participants were informed about the purpose of the study and its content and then kindly asked to participate in the research. Participants were told that participation was voluntary, and the results of this study would not be used for any other purposes and they would be reported objectively in terms of scientific rules.



CHAPTER IV

FINDINGS

4.1. Summary of Self-regulation Capacity and Vocabulary Size Findings

In this study SPSS 22 was used to analyze the collected data. The results of the research will be presented as tables in the following:

Table 10.

Self-regulation Capacity of Participants

	N	Minimum	Maximum	Mean	Std. Deviation
Commitment control	124	4	24	16,69	3,881
Metacognitive control	124	4	24	14,90	4,195
Satiation control	124	9	24	15,56	3,008
Emotion control	124	4	22	14,71	3,172
Environmental control	124	9	24	16,93	3,403
Valid N (list-wise)	124				

It can be observed from the table above, out of 124 participants, the lowest value of commitment control capacity's total score is 4 and the highest value is 24. Its average is 16,69 and its standard deviation is 3,88. The lowest value of metacognitive control capacity is 4 whereas the highest value is 24. The average value of metacognitive control capacity is 14,90 while its standard deviation is 4,195. However, the lowest value of satiation control capacity is 9 and the highest value of it is 24. The average value of satiation control capacity is 15,56 while its standard deviation is 3,008. The other sub-facet of self-regulation is emotion control which lowest value is 4 while the highest value of it 22. The mean of satiation control capacity is 14,71 whereas the standard deviation of it 3,172. The lowest value of environmental control capacity is 9 and the highest value of it 24. Its average is 16,93 whereas its standard deviation is 3,403.

Table 11.

Vocabulary Size of Participants

	N	Minimum	Maximum	Mean	Std. Deviation
score	124	4500	13000	7200,81	1536,308
Valid N (list wise)	124				

As can be seen from the table above, out of 124 participants the lowest score taken is 4500 whereas the highest score is 13000 out of 14000 points. The standard deviation of the total scores taken is 1536,308 while the average score of the scores taken is 7200,81.

Table 12.

Correlation Between Participants' Vocabulary Size and their Self-Regulation Capacity with Regards to Sub-facets of SRC

		Score	Commitment control	Metacognitive control	Satiation control	Emotion control	Environmental control
Score	Pearson Correlation	1	,164	,124	,140	,153	,284(**)
	Sig. (2-tailed)		,069	,171	,120	,089	,001
	N	124	124	124	124	124	124
Commitment control	Pearson Correlation	,164	1	,753(**)	,743(**)	,595(**)	,598(**)
	Sig. (2-tailed)	,069		,000	,000	,000	,000
	N	124	124	124	124	124	124
Metacognitive control	Pearson Correlation	,124	,753(**)	1	,657(**)	,636(**)	,538(**)
	Sig. (2-tailed)	,171	,000		,000	,000	,000
	N	124	124	124	124	124	124
Satiation control	Pearson Correlation	,140	,743(**)	,657(**)	1	,620(**)	,637(**)
	Sig. (2-tailed)	,120	,000	,000		,000	,000
	N	124	124	124	124	124	124
Emotion control	Pearson Correlation	,153	,595(**)	,636(**)	,620(**)	1	,583(**)
	Sig. (2-tailed)	,089	,000	,000	,000		,000
	N	124	124	124	124	124	124
Environmental control	Pearson Correlation	,284(*)	,598(**)	,538(**)	,637(**)	,583(**)	1
	Sig. (2-tailed)	,001	,000	,000	,000	,000	
	N	124	124	124	124	124	124

** Correlation is significant at the 0.01 level (2-tailed).

Pearson correlation was used to assess the correlation between vocabulary size of learners, and their self-regulation capacity. According to the table above, there is a significant positive correlation between vocabulary size of learners and environmental control capacity as correlation coefficient indicates $r = ,284$, $p = ,001$, because of $p < 0.01$. It means that participants who have good capacity of controlling their environment when they study have higher vocabulary size. On the other hand, it is a surprising finding that there was no significant relationship between participants' vocabulary size and their commitment, metacognitive, satiation, and emotion control capacities. When we look at the correlation among the sub-facets of self-regulation capacity, there is a positive relationship between commitment control capacity of participants and their metacognitive control capacity as $r = ,753$, $p = ,000$. Commitment control capacity has positive relationships with other sub-facets of self-regulation capacity, respectively as $r = ,743$, $p = ,000$, $r = ,595$, $p = ,000$, $r = ,598$, $p = ,000$.

Table 13.

Correlation Between Female Participants' Vocabulary Size and their Self-Regulation with regards to Sub-facets of SRC

		score	Commitment control	Metacognitive control	Satiation control	Emotion control	Environmental control
score	Pearson Correlation	1	,044	-,008	,090	-,001	,298(**)
	Sig. (2-tailed)		,706	,947	,438	,993	,009
	N	76	76	76	76	76	76
Commitment control	Pearson Correlation	,044	1	,829(**)	,773(**)	,568(*)	,633(**)
	Sig. (2-tailed)	,706		,000	,000	,000	,000
	N	76	76	76	76	76	76
Metacognitive control	Pearson Correlation	-,008	,829(**)	1	,669(**)	,580(*)	,595(**)
	Sig. (2-tailed)	,947	,000		,000	,000	,000
	N	76	76	76	76	76	76
Satiation control	Pearson Correlation	,090	,773(**)	,669(**)	1	,582(*)	,649(**)
	Sig. (2-tailed)	,438	,000	,000		,000	,000
	N	76	76	76	76	76	76
Emotion control	Pearson Correlation	-,001	,568(**)	,580(**)	,582(**)	1	,516(**)
	Sig. (2-tailed)	,993	,000	,000	,000		,000
	N	76	76	76	76	76	76
Environmental control	Pearson Correlation	,298(*)	,633(**)	,595(**)	,649(**)	,516(*)	1
	Sig. (2-tailed)	,009	,000	,000	,000	,000	
	N	76	76	76	76	76	76

** Correlation is significant at the 0.01 level (2-tailed).

When we examine the relationship between female participants' vocabulary size and their sub-facets of self-regulation capacity, we see that there is a highly significant correlation between their vocabulary size and their environmental control capacity with $r = ,298$, $p = ,009$, since $p < 0.01$. And also, although they are not significant, there is a

slight negativity between vocabulary size and metacognitive and emotion control capacities while there is no significant relationship between vocabulary size and other sub-facets.

Table 14.

Correlation Between Male Participants' Vocabulary Size and their Self-Regulation with regards to Sub-facets of SRC

		score	Commitment control	Metacognitive control	Satiation control	Emotion control	Environmental control
score	Pearson Correlation	1	,344(*)	,339(*)	,239	,382(**)	,281
	Sig. (2-tailed)		,017	,019	,102	,007	,053
	N	48	48	48	48	48	48
Commitment control	Pearson Correlation	,344(*)	1	,665(**)	,709(**)	,626(**)	,556(**)
	Sig. (2-tailed)	,017		,000	,000	,000	,000
	N	48	48	48	48	48	48
Metacognitive control	Pearson Correlation	,339(*)	,665(**)	1	,633(**)	,674(**)	,424(**)
	Sig. (2-tailed)	,019	,000		,000	,000	,003
	N	48	48	48	48	48	48
Satiation control	Pearson Correlation	,239	,709(**)	,633(**)	1	,677(**)	,604(**)
	Sig. (2-tailed)	,102	,000	,000		,000	,000
	N	48	48	48	48	48	48
Emotion control	Pearson Correlation	,382(*)	,626(**)	,674(**)	,677(**)	1	,639(**)
	Sig. (2-tailed)	,007	,000	,000	,000		,000
	N	48	48	48	48	48	48
Environmental control	Pearson Correlation	,281	,556(**)	,424(**)	,604(**)	,639(**)	1
	Sig. (2-tailed)	,053	,000	,003	,000	,000	
	N	48	48	48	48	48	48

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

As for the correlation between male participants' vocabulary size and their sub-facets of self-regulation capacity, we can observe a significant correlation between their vocabulary size and commitment control capacity, as $r = ,344$, $p = ,017$ because of $p < 0.05$. There is also a significant correlation between metacognitive control capacity and their vocabulary size with values of $r = ,339$, $p = ,019$ since $p < 0.05$. However, there is one relationship with high correlation which is between their vocabulary size and emotion control capacity with values of $r = ,382$, $p = ,007$ as $p < 0.01$. On the other hand, there is no relationship between vocabulary size of male participants and their satiation and environmental control capacities.

Table 15.

Correlation Between Undergraduate Level Participants' Vocabulary Size and Their Self-Regulation Capacity with regards to Sub-facets of SRC

		score	Commitment control	Metacognitive control	Satiation control	Emotion control	Environmental control
score	Pearson Correlation	1	,254(*)	,221	,232	,180	,101
	Sig. (2-tailed)		,043	,079	,065	,154	,427
	N	64	64	64	64	64	64
Commitment control	Pearson Correlation	,254(*)	1	,736(**)	,764(**)	,608(**)	,643(**)
	Sig. (2-tailed)	,043		,000	,000	,000	,000
	N	64	64	64	64	64	64
Metacognitive control	Pearson Correlation	,221	,736(**)	1	,658(**)	,638(**)	,516(**)
	Sig. (2-tailed)	,079	,000		,000	,000	,000
	N	64	64	64	64	64	64
Satiation control	Pearson Correlation	,232	,764(**)	,658(**)	1	,648(**)	,684(**)
	Sig. (2-tailed)	,065	,000	,000		,000	,000
	N	64	64	64	64	64	64
Emotion control	Pearson Correlation	,180	,608(**)	,638(**)	,648(**)	1	,585(**)
	Sig. (2-tailed)	,154	,000	,000	,000		,000
	N	64	64	64	64	64	64
Environmental control	Pearson Correlation	,101	,643(**)	,516(**)	,684(**)	,585(**)	1
	Sig. (2-tailed)	,427	,000	,000	,000	,000	
	N	64	64	64	64	64	64

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

When we come to investigate into the relationship between participants' vocabulary size and their sub-facets of self-regulation in terms of their education level, we observe that with undergraduate level students there is a significant correlation between their vocabulary size and commitment control capacity, $r = ,254$, $p = ,043$ since $p < 0.05$. It is interesting to see no relationship between their vocabulary size and other sub-facets.

Table 16.

Correlation Between Master Level Participants' Vocabulary Size and Their Self-Regulation Capacity with regards to Sub-facets of SRC

		score	Commitment control	Metacognitive control	Satiation control	Emotion control	Environmental control
score	Pearson Correlation	1	-,089	-,115	-,064	,058	,389(*)
	Sig. (2-tailed)		,617	,518	,719	,745	,023
	N	34	34	34	34	34	34
Commitment control	Pearson Correlation	-,089	1	,830(**)	,780(**)	,555(**)	,528(**)
	Sig. (2-tailed)	,617		,000	,000	,001	,001
	N	34	34	34	34	34	34
Metacognitive control	Pearson Correlation	-,115	,830(**)	1	,694(**)	,668(**)	,495(**)
	Sig. (2-tailed)	,518	,000		,000	,000	,003
	N	34	34	34	34	34	34
Satiation control	Pearson Correlation	-,064	,780(**)	,694(**)	1	,612(**)	,562(**)
	Sig. (2-tailed)	,719	,000	,000		,000	,001
	N	34	34	34	34	34	34
Emotion control	Pearson Correlation	,058	,555(**)	,668(**)	,612(**)	1	,675(**)
	Sig. (2-tailed)	,745	,001	,000	,000		,000
	N	34	34	34	34	34	34
Environmental control	Pearson Correlation	,389(*)	,528(**)	,495(**)	,562(**)	,675(**)	1
	Sig. (2-tailed)	,023	,001	,003	,001	,000	
	N	34	34	34	34	34	34

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

About the relationship between master students' vocabulary size and their self-regulation capacity, we found a positive relationship between their vocabulary size and environmental control capacity with $r = ,389$, $p = ,023$, which means there is a significant correlation between the two mentioned variables because of $p < 0.05$. There is not any correlation between their vocabulary size and other sub-facets of self-regulation capacity whereas we can see a negativity between commitment, metacognitive, and satiation control capacities and their vocabulary size.

Table 17.

Correlation Between PhD Level Participants' Vocabulary Size and Their Self-Regulation Capacity with regards to Sub-facets of SRC

		score	Commitment control	Metacognitive control	Satiation control	Emotion control	Environmental control
score	Pearson Correlation	1	,015	,395(*)	,207	,229	,433(*)
	Sig. (2-tailed)		,941	,046	,311	,261	,027
	N	26	26	26	26	26	26
Commitment control	Pearson Correlation	,015	1	,766(**)	,699(**)	,656(**)	,571(**)
	Sig. (2-tailed)	,941		,000	,000	,000	,002
	N	26	26	26	26	26	26
Metacognitive control	Pearson Correlation	,395(*)	,766(**)	1	,592(**)	,580(**)	,694(**)
	Sig. (2-tailed)	,046	,000		,001	,002	,000
	N	26	26	26	26	26	26
Satiation control	Pearson Correlation	,207	,699(**)	,592(**)	1	,571(**)	,599(**)
	Sig. (2-tailed)	,311	,000	,001		,002	,001
	N	26	26	26	26	26	26
Emotion control	Pearson Correlation	,229	,656(**)	,580(**)	,571(**)	1	,420(*)
	Sig. (2-tailed)	,261	,000	,002	,002		,033
	N	26	26	26	26	26	26
Environmental control	Pearson Correlation	,433(*)	,571(**)	,694(**)	,599(**)	,420(*)	1
	Sig. (2-tailed)	,027	,002	,000	,001	,033	
	N	26	26	26	26	26	26

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

As for the PhD students' vocabulary size and their sub-facets of self-regulation capacity, we observe a significant correlation between their vocabulary size and metacognitive control capacity as $r = ,395$, $p = ,046$ since $p < 0.05$ and there is also another significant correlation with environmental control capacity with values of $r = ,433$, $p = ,027$ as $p < 0.05$. In terms of other sub-facets, we could not see any relationship with their vocabulary size.

Table 18.

Correlation Between Turkish Participants' Vocabulary Size and Their Self-Regulation Capacity with regards to Sub-facets of SRC

		score	Commitment control	Metacognitive control	Satiation control	Emotion control	Environmental control
score	Pearson Correlation	1	,122	,139	,065	,052	,279(*)
	Sig. (2-tailed)		,268	,207	,555	,639	,010
	N	84	84	84	84	84	84
Commitment control	Pearson Correlation	,122	1	,725(**)	,723(**)	,559(**)	,588(**)
	Sig. (2-tailed)	,268		,000	,000	,000	,000
	N	84	84	84	84	84	84
Metacognitive control	Pearson Correlation	,139	,725(**)	1	,661(**)	,673(**)	,635(**)
	Sig. (2-tailed)	,207	,000		,000	,000	,000
	N	84	84	84	84	84	84
Satiation control	Pearson Correlation	,065	,723(**)	,661(**)	1	,648(**)	,622(**)
	Sig. (2-tailed)	,555	,000	,000		,000	,000
	N	84	84	84	84	84	84
Emotion control	Pearson Correlation	,052	,559(**)	,673(**)	,648(**)	1	,582(**)
	Sig. (2-tailed)	,639	,000	,000	,000		,000
	N	84	84	84	84	84	84
Environmental control	Pearson Correlation	,279(*)	,588(**)	,635(**)	,622(**)	,582(**)	1
	Sig. (2-tailed)	,010	,000	,000	,000	,000	
	N	84	84	84	84	84	84

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

When we analyze the participants' vocabulary size and their self-regulation capacity in terms of nationality, looking at Turkish participants' findings, we see that

there is a significant correlation between their vocabulary size and environmental control capacity at the level of $r = ,279$, $p = ,010$ since $p < 0.05$. On the other hand, we do not see any relationship between their vocabulary size and other sub-facets of self-regulation capacity.

Table 19.

Correlation Between International Participants' Vocabulary Size and Their Self-Regulation Capacity with regards to Sub-facets of SRC

		score	Commitment control	Metacognitive control	Satiation control	Emotion control	Environmental control
score	Pearson Correlation	1	,175	,085	,215	,213	,293
	Sig. (2-tailed)		,279	,602	,184	,186	,066
	N	40	40	40	40	40	40
Commitment control	Pearson Correlation	,175	1	,797(**)	,767(**)	,628(**)	,615(**)
	Sig. (2-tailed)	,279		,000	,000	,000	,000
	N	40	40	40	40	40	40
Metacognitive control	Pearson Correlation	,085	,797(**)	1	,657(**)	,601(**)	,401(*)
	Sig. (2-tailed)	,602	,000		,000	,000	,010
	N	40	40	40	40	40	40
Satiation control	Pearson Correlation	,215	,767(**)	,657(**)	1	,564(**)	,665(**)
	Sig. (2-tailed)	,184	,000	,000		,000	,000
	N	40	40	40	40	40	40
Emotion control	Pearson Correlation	,213	,628(**)	,601(**)	,564(**)	1	,599(**)
	Sig. (2-tailed)	,186	,000	,000	,000		,000
	N	40	40	40	40	40	40
Environmental control	Pearson Correlation	,293	,615(**)	,401(*)	,665(**)	,599(**)	1
	Sig. (2-tailed)	,066	,000	,010	,000	,000	
	N	40	40	40	40	40	40

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

When we look at our international students' vocabulary size and their self-regulation capacity, we cannot observe any correlation between their vocabulary size and sub-facets of self-regulation capacity. All the findings between their vocabulary size scores and their sub-facets of self-regulation capacity are $p > 0.05$.

4.2. Discussion of the Student Interview Findings

Interviews are found to be convenient data collection tools in observing and gaining insights into the reflections of research participants (Creswell, 2003). With this goal in mind, the researcher of this study conducted 14 interviews with selected participants from the high-scorers and low-scorers in vocab size test in order to examine if there was any observed difference between the level of vocab size and self-regulated vocabulary learning strategies of the participants. During data analysis, there are a couple of major routes to process data. These are inductive (bottom-up) coding and deductive (theoretical) coding (Boyatzis, 1998). In the inductive approach, main concepts and themes are not determined beforehand with evidence from research literature and experiences, rather, the themes emerge during the analysis (Braun & Clarke, 2006). In contrast, with the deductive approach, certain patterns are known to exist in the literature or applied field of the research subject, and these patterns are looked for during data analysis.

In this study, the researcher has used deductive (theoretical) approach as the SRC and SRL subjects are widely covered, investigated and several underlying theories have been formed to help, support or guide any present or future study. Therefore, this study will aim to look for or encounter themes and patterns that match the self-regulated learning components such as goal-setting, cognition and metacognition (learning strategies), emotion, environmental regulation and reflection.

It should be emphasized that one of the research questions has been sought to be answered by performing this interview data analysis. The research question is: ‘What are the self-regulatory component differences reflected by high-scorers and low-scorers in Vocab Size Test?’ Henceforth, the researcher has chosen a number of participants from high-scorers (n=8) and low-scorers (n=6) from Vocab Size Test takers. Participants are anonymized by user names such as HS1 (High Scorer Participant 1) or LS 3 (Low Scorer Participant 3). Interview data analysis is anticipated to yield the researcher if high-scorers administer a higher number of SRL strategies compared to low-scorers in Vocab Size Test.

Below is shown the steps taken during interview data analysis.

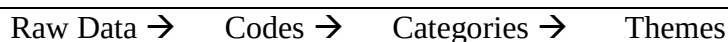


Figure 2. Steps Taken to Analyze Interview Data

4.2.1. Findings from the Interviews with High-scorers in VST

Interviews with the high-scorers in vocabulary size test and questionnaire revealed a number of codes. Then, these codes were categorized to be grouped in the deductively-formed themes.

Emerging themes among high-scorers have been detected to be:

Table 20.

Emerging Themes in Interviews with High-scorers

Emerging Themes
1. Commitment through Goal-setting
2. Applying self-study out-of-school independent study strategies
3. Learning for joy through entertainment activities
4. Help-seeking and Collaboration
5. Environmental Structuring

Commitment through Goal-setting:

Majority of high-scorer participants have demonstrated reflections that they have commonly and frequently utilized goal-setting strategies, have taken notes of goals they set, have prepared timelines, or at a minimum level have followed the unit/weekly goals determined by the course books or teachers and have planned to accomplish the practice of a number of words per day. Below are excerpts from the interviews to support these points:

(Some text translated by the researcher)

HS3: “ I set term goals. My priority is to learn the words given by the teacher or the course book unit. Apart from this, I set the goal of learning 5 words per day using Quizlet app online”.

HS5: "We follow the goals set by our teachers. Plus, I try to set goals to learn and practice 5-10 academic words every day."

HS6: "I follow the level goals in terms of vocabulary learning. Other than that, I try to learn all the words a native speaker uses on a daily basis"

As it is evident from the interview excerpts, high-scoring students follow goals set by the teachers or the course units, or in some cases, they set their own learning goals, mostly determining a certain number of words to be learned daily.

Applying independent study (self-study) strategies out of school:

Several of the high scoring students have given examples from out-of-school study strategies to improve their vocabulary learning. These students have stated that they do more than following the assignments given by teachers. Below are excerpts from the interviews to support these points:

HS2: "I learn best by rewriting words after the lessons. Sometimes I rewrite some words 1 to 12 times till I feel that I gain proficiency on these words. Also, I associate words with the items at home. For example, I look at the kitchen and try to memorize, learn, and practice all the words related to kitchen. This helps me retain words more effectively."

HS6: " I take effective notes while learning vocabulary. I also use Quizlet app quite often to practice words through the flashcard feature. Learning vocabulary by practicing word forms seem to help me a lot. "

It is visible that high-scorers continue their vocabulary learning efforts outside the school hours and assignments. They show commitment to improving vocabulary knowledge through such independent study strategies.

Learning for joy through entertainment activities:

Many high-scorers have revealed that they learn vocabulary via authentic entertainment activities such as watching movies, speaking in English to their family members (who study English, too) at home, read magazines, follow YouTube channels and listen to music. Below are excerpts from the interviews to support these points:

HS5: “ I use smart phone applications to help me learn or practice words even when I do free time activities. For example, I downloaded an app that shows/teaches me a word each time I turn on the screen of my phone. Also, I find Netflix movies and series extremely effective and helpful to learn and practice vocabulary. I installed a Google Chrome extension that translates the subtitles when the user activates it. All these give me the feeling of joy when learning vocabulary.”

HS1: “The way that I learned English growing up was never depending on school like ever I never really even liked English in my school because it was so strict and it wasn’t really giving us much space to converse with each other in English or really does teach us like general English, what general English should sound. So growing up, I never depended on school, I always watched movies and learned from movies and pop culture in general like. I always had more influence from that side rather than you know like from school.”

It could easily be observed that high-scorers deploy learning strategies through entertainment activities such as watching movies, listening to music clips and using mobile apps.

Help-seeking and Collaboration:

High-scoring students are seen to be those who make use of their social environment for practicing vocabulary. These students form study groups, ask for feedback from teachers, evaluate their test scores with their classmates. Below is an excerpt from the interviews to support these points:

HS5: ‘‘ With my friends, we set goals to complete the practice of 50 words on Quizlet on a daily basis. This helps us to overcome the barriers created by procrastination, too.’’

Student with high scores are using the collaboration skills in order to support their vocabulary learning journey. These students are also the ones who follow feedbacks from their teachers to note down their mistakes and to correct them.

Environmental Structuring:

Changes in the study settings of the high-scorers seem to be around choosing a silent and organized environment to concentrate on their work. Below are excerpts from the interviews to support these points:

HS5: ‘‘I definitely tidy up and organize my study environment. Even, at times, I change my room to study in a more silent place. I keep my desk organized, for instance, I remove the books if I am done with them. I just keep my water bottle and pencil. Moreover, I prefer my study place to be minimalist and as simple and plain as possible.’’

HS4: ‘‘I organize my study place. I move my desk to see the wall and the bookshelf. This motivates me when I see the books. Further, I can’t study in a dark room. So, I always turn on a bright light and music. Music has positive impact on my mood.’’

It seems that high-scoring students plan changes, restructuring and additions on their study places. They change room, or change the room decoration by moving the desk, adding light and music. Such students find benefits in environmental structuring.

4.2.2. Findings from the Interviews with Low-scorers in Vocabulary Size Test

Interviews with the low-scorers in vocabulary size test and questionnaire revealed a number of codes. Then, these codes were categorized to be grouped in the deductively-formed themes.

Emerging themes among low-scorers have been detected to be:

Table 21.

Emerging Themes in Interviews with Low-scorers

Emerging Themes
1. Lack of Goal-setting and Commitment
2. Delay and Procrastination
3. Lack of Study Strategies
4. Test-driven Study
5. Lack of Independent Study Outside the School

Lack of Goal-setting and Commitment:

Almost all students from low-scorers group have been identified with lack of or absence of goal-setting and commitment. Below are excerpts from the interviews to support these points:

(some text translated by the researcher)

LS5: “ I never set goals in my life. I just let it go.

LS7: “ To be frank, I don’t set goals. There are some words in course books. If I come across a word several times, then I memorize it. I can’t say that I set goals and make word lists to study and practice.”

LS8: “ I have never had goals regarding vocabulary learning. I have never planned to sit down for vocabulary work and practice to learn better.”

As is seen, low-scorers have no clear plan or goal-setting habit to improve vocabulary knowledge.

Delay and Procrastination:

Low-scorers often demonstrate delaying habit and say that they cannot overcome the procrastination they experience. Below are excerpts from the interviews to support these points:

LS8: “ Unfortunately, I always delay my work and duties. Every homework, assignment or responsibility of mine is delayed. I try to give myself long time span to solve delaying problem.”

LS7: “ Studying is usually boring. I sit down for my assignment when the due date is close. Before that, I cannot focus on my study and arrange my time. I even drink coffee or go to shopping just to keep myself away from my duties and assignments. This is a kind of delay, too.”

A prevalent habit of delaying appears among low-scorers. They have difficulty setting goals and then managing their time to start study for vocabulary learning. Some even admit that delay has been their life style for longer times, not just for vocabulary study.

Lack of Study Strategies:

Another aspect of low-scorers is that they seem not to have any study strategies other than attending classes and following the teacher or the course book. Below are excerpts from the interviews to support these points:

LS7: “ Making a vocabulary list and studying on it could be very challenging. I can focus on that and sustain it. I have problems with this. And I don’t do anything to change or reverse this negative situation.”

LS5: “ At first, I used to write English and Turkish definitions for newly presented vocabulary in order to repeat and revise them later on. However, I’ve never turned back to these notes. It didn’t work. Then, I prepared stickers, but after a while, this turned out to be hard to continue for me, too. Then I used the new words in sentences, and wrote the part of speech, yet this took too much time and I couldn’t continue further.”

Low scorers could be said to not have any specific strategies to study, practice and learn vocabulary. Some others have learned or come up with some strategies, but these seem not to be sustainable for the learners.

Test-driven Study:

Students with low scores in Vocabulary Size Test are extrinsically motivated to pass the tests. They don't pay much attention to learn the language itself or gain a skill. Main goal for them is to get the passing score in exams. Below are excerpts from the interviews to support these points:

LS3: "I don't set goals for learning a certain amount of vocabulary, rather, I focus on getting the passing score. Thus, I just start studying for the exam or assignment when the due date gets closer."

LS6: "I take action with the concern of exams. I know that I have to do it, so I get over myself and memorize the words."

These students aim to pass the level exams and start their department as soon as possible. They don't have any plans with improving and using English in the future or for academic purposes. They are under stress and just want to pass the tests. Therefore, they try to meet the basic study requirements for vocabulary learning.

Lack of Independent Study Outside the School:

Students with lower scores do not make effort outside the school to learn or practice vocabulary. They depend on what the teacher or the book provides them with. Below are excerpts from the interviews to support these points:

LS5: "Quite rarely, I check my vocabulary notebook. Sometimes, I look up word in online dictionaries. That's all I do outside the class"

LS4: "Sometimes, I look up a word 100 times. Still, I cannot learn it. It seems familiar but I cannot remember its meaning. I guess the reason is that I don't repeat or revise them enough."

LS2: “It is really challenging to memorizes words. After a while, one completely forgets it all. When I lose my focus, I delay my study to another day. If that day doesn’t work either, I give up on studying and just let it go.”

These remarks from low-scorers indicate the absence or a lack of independent, out-of-class study strategies of students. As they do not improve well enough outside the class, they just put their hopes into the classroom learning. If they cannot manage to succeed in class, either, then they lose their motivation.

Briefly stated, high-scorers in Vocabulary Size Test demonstrate a remarkable difference in the ownership and implementation of self-regulated vocabulary learning strategies. Whereas high-scorers deploy several of the self-regulated vocabulary learning strategies, it is clearly seen that low-scorers do not own or show any promising signs of adoption of SRL strategies. This could explain one of the factors for some students to score higher in vocabulary size test.

CHAPTER V

DISCUSSION

5.1. Self-Regulation Capacity of Participants

The table about the self-regulation capacity of participants shows that participants have relatively high levels of self-regulation with the first sub facet being environmental control (e.g. arranging the study room, table and other equipment), the second commitment control (e.g goal setting and planning), after that satiation control (managing boredom and procrastination), later metacognitive control (learning strategies, note-taking, group work, dictionary check) and lastly emotion control (e.g. managing negative feelings, fostering self-motivation) by means of 16,93; 16,69; 15,56; 14,90, and 14,72, correspondingly.

As environmental control is the most concrete element of self-regulation, learners find it easy to adapt their environment according to their needs while they study. From those findings, we can discuss that among all other subgroups of self-regulation, it is the environment that learners can manipulate and control most efficiently. They are aware of the importance of learning environment and they look for a good environment for their studies. They also know how to arrange their environment in order to make learning more efficient. Lin and Gan (2014) found somewhat similar results in their study in that participants in their study made use of all the subcategories of self-regulation with relatively high percentages. The most similar finding was that they also figured out environmental control to have the highest control type. A probable explanation for this could be that learners could manage their physical environment rather than their behaviors and emotions that are indicated as hard-to-manage aspects of humans (Schunk & Ertmer, 1998). Interestingly enough, the commitment control as the second type of subcategory was in the last row in Lin and Gan.

The commitment control as the second subcategory of self-regulation found in the study might tell us about the commitment level of the learners who believe they can achieve their goals. One reason for this high mean of commitment control could be the academic profile of the participants. They are the undergraduate level participants of this study who come from the first two percent of the Turkish central university entrance exam. They prepared for that exam for up to two years by overcoming possible flaws in the process and persisted till they gained their goal.

The third subcategory found was metacognitive and the fourth satiation control. This positive situation could be explained by the experience students have had in their former periods of hard studies like the preparation time for university entrance exam. With the experience they had in that period, they know how to tackle with concentration problems and reduce or even discard procrastinations. They seem to have developed consciousness on their learning process and this might assist them in distinguishing a monotonous task and making it attractive for them, and so that they can gain their motivation back, which means that a learner with high level of metacognitive and satiation control can maintain their motivation and keep in sight a specific goal (Dörnyei, 2001). The lowest score in SRC Vocab Test among the subcategories of self-regulation is emotion control. Although it has a high percentage by itself, when compared to other subcategories, emotion control is the least preferred type of control among our participants.

In a similar study in which SRCvoc was administered, Mooinvaziri (2018) noted in his study on Iranian EFL learners that the participants were moderate users of SRL strategies while the most notable component utilized by the learners was the environmental regulation and the least used one was the emotional regulation. This demonstrates a supportive point with this study in that environmental control was found to be the most commonly used component whereas emotional control was observed to be the least commonly used component.

To show a gap noticed in related studies on self-regulation capacity and vocabulary learning, Bilican and Yesilbursa (2015) has found that age is also a determining factor of self-regulation and vocabulary learning. The present study has not pondered on any age factor considering that all the participants in the study were adult learners at undergraduate and graduate level.

5.2. Vocabulary Size of Participants

(Research Question 2: What is the vocabulary size of learners in this study?)

The findings about the scores of the participants from the Vocabulary Size Test show us that most of the learners are in the expected slot of the vocabulary size which is close to 8000 (Hu and Nation 2000), with an average of 7200,81 word families. Students at an English medium university are supposed to use 8000-word family on average both in written and spoken form. 76 out of 124 participants have scored between 6000 and

8000 word families, which is the biggest chunk of the distribution of total points earned. This result also fits in the mid-frequency slot of Nation (2007). Those who have scored in this slot are supposed to be able to read newspapers in English. The finding could also tell us something about the success of the teaching learning program in terms of vocabulary teaching and learning where there is a special emphasis on vocabulary teaching by putting vocabulary parts in assessment tools like midterm and final exams. In many English language preparation schools, only four skills are tested and assessed whereas at this institution where the study was carried out, grammar and vocabulary subskills of English are not excluded in exams. This could take us to positive backwash, which is not in the spectrum of this study. The second biggest chunk of distribution of total score is between 8000 and 10000 word families by 21 students. The students in this slot are supposed to be able to read unabridged novels in English according to Nation (2006), which is something the participants practice in the learning process. Given the fact that there is a pre-faculty level at the institution where students study original texts, academic articles, unabridged novels, it is not surprising to see one sixth of participants have scored between 8000 and 10000 word families. six students who have scored between 10000 and 12000 word families and one student has scored between 12000 and 14000, 13500 to be specific. The participants in this slot are high achievers who are in the low-frequency part of Nation's (2007) word families. These learners are expected to do readings from wide range of academic texts to English newspapers, and academic books in English. These learners could be busy with a specialized study in a subject area.

On the contrary to the findings mentioned above, there is a chunk of participants who have scored lower than the expected slot as claimed by Hu and Nation (2000). 20 participants have scored between 4000 and 6000 word families. To be specific, the lowest score was 4500. They are in the lower tier of the mid-frequency of Nation. The participants who are involved in this group are still supposed to engage in spoken dialogues. An explanation to be asserted for this finding could be that most of the participants in this group are B1 level students in the institution, if not all of them.

5.3. The Relationship between Participants' Vocabulary Size and their Self Regulation Capacity with regards to the Subcategories of SRC

(Research Question 3: Is there a significant relationship between learners' vocabulary size and self-regulation capacity with regards to the subcategories of SRC?)

When we examine the relationship between self-regulation capacity of participants with regards to the subcategories of commitment, metacognitive, satiation, emotion, and environmental controls and their vocabulary size test scores, we surprisingly find out that there is a highly significant relationship only between their environmental control and their vocabulary size test scores. What we can infer from this finding could be that a significant part of participants feel that they are in command of controlling the environmental factors that are around them such as noise, light etc., which could influence their vocabulary learning. We could claim that they are good at dealing with problems stemming from their immediate environment of study. They can change the unwanted circumstances in their environment in order to foster a friendly study atmosphere or eliminate an undesirable situation in the environment to support learning. The ability to control a participant's learning environment seems to have a pivotal effect on participants' vocabulary knowledge. On the other hand, we could not find any significant relationship between participants' vocabulary size scores and other control types although we found them to have high levels of means in the descriptive statistics. One explanation for this could be that we did not have a large enough size of participants taking our scale and test. Although in the descriptive statistics they seemed to have high means, only one of them, environmental control, seems to be in correlation with vocabulary size. In Amirian et al. (2015), none of the subcategories of self-regulation had a significant correlation with the participants' vocabulary size.

A similar result was found in Araya et al. (2013). They found a very significant relationship between the environmental control that was highly correlated with the total vocabulary score $r(22) = 0.749$, $p < 0.01$.

Warjus (2010), in her study, found environmental control statements to be the most agreed upon items by the participants in her study with 82.4 % of them agreeing to some extent with the environmental control statements and 51.7 % strongly agreeing or agreeing. With regards to the statements that made up environmental control subcategory, participants had a high level of agreement with 78.4 to 88.2 %.

Vujnovic' (2017) study on vocabulary levels revealed similar results. There seemed to be a low but positive correlation between participants' vocabulary learning and their environmental sub-category of self-regulation.

Further, Imai's (2016) study yielded similar results to our study. Subcategories of self-regulation, except for environmental control, did not demonstrate a strong relationship with the vocabulary size of learners.

Zarei and Hatami (2012) examined the correlation between learners' self-regulated learning capacity with their vocabulary size. They could not arrive at clear results but came up with mixed results among subcategories of self-regulation and they could not find any significant correlation between subcategories of self-regulation and the participants' vocabulary size.

In terms of the correlation among the subcategories of self-regulation, we found high significance among all of the sub categories, which affirms the reliability of the scale.

5.4. Correlation between Vocabulary Size and SRC Subcategories by Gender, Nationality and Level of Study

(Research Question 4: Is there a significant difference in the self-regulatory use of learners with regards to their gender, nationality, and level of study?)

5.4.1. Correlation between Vocabulary Size and SRC Subcategories by Gender

When we examine the findings about the relationships between vocabulary size and sub-categories of self-regulation capacity by gender, we see quite a few differences. First of all, with female participants, we observe a highly significant correlation between vocabulary size and environmental control. This finding goes hand in hand with our finding in the former part where we investigated into relationship between vocabulary size and subcategories of SRC in general. On the other hand, when we look through the findings provided by our male participants, we cannot see a significant relationship between their vocabulary size and environmental control. Although in general the environmental control turned out to be the highest subcategory of SRC, we cannot observe the same thing with male participants. An explanation for this could be by looking at male participants' results about other subcategories of SRC, we can infer that unwanted situations around them while they study either do not happen, or they are not influenced

by those unwanted things, such as noise, temperature etc. This could be a topic for another study. Another interesting finding about the relationship between vocabulary size and subgroups of SRC by gender is that apart from the highly significant correlation of environmental control with vocabulary size, no other subcategory of SRC turned out to have a significant relationship. However, male participants showed a highly significant relationship between their vocabulary size and their emotion, commitment, and metacognitive type of controls of SRC. Emotion control strategies help learners to control their emotional states, and work for emotions that will lead them to arrive at their goals. This finding shows us that most of our male participants are aware of the effects of stress on studying and they know how to tackle with stress while they study. Commitment control which has a high significance by male participants, means preserving and enhancing learners' original goal. From the findings, we can say that most of our male participants are good at persevering their goals. An explanation for this result could be that almost all of the undergraduate students were high achievers from the university exam and they already have the commitment, perseverance and study skills required for that high stake exam. Male participants' replies to metacognitive statements had a high correlation with their vocabulary size. Since metacognitive control deals with controlling concentration and controlling or preventing procrastination, we can infer that our male participants are quite good at that subcategory of SRC. On the other hand, their vocabulary size did not show a significant relationship with satiation control which is about the skill of adding attraction to the task that is being studied, or getting rid of boredom. Neither female nor male participants showed a significant relationship between this type of control and their vocabulary size. From this finding, we can infer that they do not know about the ways to eliminate boredom while they study. This is something that we can study on in further studies.

5.4.2. Correlation between Vocabulary Size and SRC Subcategories by Cycle of Study

According to the findings on the correlation of vocabulary size and subcategories of self-regulation by cycle of study, we see that with undergraduate students, there is a strong relationship between vocabulary size and commitment control, with master students there is a strong correlation with environmental control, while with PhD students there is a strong relationship with metacognitive and environmental control subcategories

of SRC. One explanation for the result about the undergraduate students could be similar to what we have mentioned about the commitment control by gender. Students who have the habit of preparing for high stake exams for a long time, in our context that is minimum one year of intensive study of school work, private course, tutoring, fake tests might be helping them have a high level of commitment control while they study. We claim that is the main reason why their commitment control is that much high, whereas it is interesting to see that commitment control does not have a significant status in master and PhD students. That might stem from the reasons why people in our day pursue master and PhD degrees. It is a topic worth investigating as to whether they want to commit themselves to academic studies and for that reason they pursue master and PhD programs, or is it because pursuing these cycles of study is just like going to university and receiving your bachelor degree. The environmental control being the sole significant component of SRC among master students is again interesting which actually shows that it is the easiest subcategory of self-regulation capacity that learners can control. It is easier than all others in the sense that it is concrete, like changing your study place if you do not like it, or close the windows if there is noise coming from outside. It is not as demanding as others like controlling your concentration, fighting with the will to procrastinate your duty, reduce your stress level, or keep your perseverance till you reach your goal. Warjus (2010) brings a similar explanation for the high level of environmental control with learners. She claims that environmental control is easier than imagining abstract and covert things about your concentration or managing your mood to enhance your learning. Among PhD students again environmental control takes the lead in significance and metacognitive control is following it in terms of a significant relationship with the learners' vocabulary size. This means being able to control their study environment, PhD students are also able to keep their concentration and prevent procrastination.

5.4.3. Correlation between Vocabulary Size and SRC Subcategories by Nationality

When we explore the relationship between learners' vocabulary size and the subcategories of SRC by nationality, with Turkish participants, we see only one subgroup of SRC which has high correlation with vocabulary size; that is the environmental control. It is not a surprising fact that environmental control comes first in many other parts of the study. On the other hand, with participants that come from other countries, none of the subcategories of SRC was found to have a significant relationship with their vocabulary

size. One reason for this might be that the group of international students was not homogenous, meaning there were many students from different parts of the world. For that reason, we could not find a significant relationship between vocabulary size and subcategories of SRC among our international participants.

To compare with other studies on self-regulation capacity subcategories and *gender*, it is observed that the results of various studies differ remarkably from one another. To give an instance, Bozpolat (2016) suggests that female learners perform considerably higher than male students in SRC capacity whereas Hargittai and Shafer (2006) and Moivinvaziri (2018) have found that males show stronger self-efficacy and results. The present study has found out that females and males show differing performance levels within different SRC subcategories. To exemplify, whereas female students display higher outcomes in environmental control, male students show higher scores in emotion, commitment and metacognition control.

Regarding the level of education, Zaper (2018) has found out that unlike general expectations, primary school learners find their self-regulation capacity significantly higher than secondary school learners' in subfacets of SRC. Despite the lack of findings in literature, level of education in the present study yields valuable insights. To elaborate, there seems to be a strong relationship between vocabulary size and commitment control in undergraduate learners, with master students there is a strong correlation with environmental control, while with PhD students there is a strong relationship with metacognitive and environmental control subcategories of SRC. This could be explained by the purposeful will of PhD students to continue further education with better study strategies and learning to learn skills (metocognition) while undergraduate students commit to their goals of graduation to get a job which is accepted as a vital expectation in society.

With regard to the ethnicity and nationality of learners and their SRC, there is insufficient data to support any findings. One rare study was conducted by Guirguis (2015) revealing that Hispanic/Latinos and African American preschool children differ vastly in their use of SRL skills particularly in cognition control.

5.5. Discussion of the Interview Results

(Research Question 5: Do high scorers in vocabulary knowledge test utilize more diverse and efficient self-regulated vocabulary learning strategies?)

The interview conducted with a selected group of low-scorer and high-scorer students from the study population has attempted to answer the ‘Research Question 6’. The RQ is:

- Do high scorers in vocabulary knowledge test utilize more diverse and efficient self-regulated vocabulary learning strategies?

It could be seen from the interview data analysis that the difference between low-scorers and high-scorers in selecting and applying self-regulated vocabulary learning strategies is remarkable. It is safe to say that low-scorers perform either no or relatively fewer strategies for vocabulary learning whereas high-scorers pursue several of the self-regulated learning strategies such as setting goals, working on goals in a collaborative manner, watching TV series and music clips as learning and entertainment activities, using the newly-learnt words in academic context, making associations, checking answer keys and getting feedback from teachers. Despite the fact that profound analysis has been shared in the previous section of the thesis study (see Chapter 4: Data Analysis) below are some excerpts from the interviews for each SRL strategy.

5.5.1. Interview Excerpts with High-scorers in Vocabulary Size Test

Commitment through Goal-setting:

HS3: ‘‘ I set term goals. My priority is to learn the words given by the teacher or the course book unit. Apart from this, I set the goal of learning 5 words per day using Quizlet app online’’.

Applying independent study (self-study) strategies out of school:

HS2: ‘‘I learn best by rewriting words after the lessons. Sometimes I rewrite some words 1 to 12 times till I feel that I gain proficiency on these words. Also, I associate words with the items at home. For example, I look at the kitchen and try to memorize, learn and practice all the words related to kitchen. This helps me retain words more effectively.’’

Learning for joy through entertainment activities:

HS1: *“The way that I learned English growing up was never depending on school like ever I never really even liked English in my school because it was so strict and it wasn’t really giving us much space to converse with each other in English or really does teach us like general English, what general English should sound. So growing up, I never depended on school, I always watched movies and learned from movies and pop culture in general like. I always had more influence from that side rather than you know like from school.”*

Help-seeking and Collaboration:

HS5: *“ With my friends, we set goals to complete the practice of 50 words on Quizlet on a daily basis. This helps us to overcome the barriers created by procrastination, too.”*

Environmental Structuring:

HS5: *“I definitely tidy up and organize my study environment. Even, at times, I change my room to study in a more silent place. I keep my desk organized, for instance, I remove the books if I am done with them. I just keep my water bottle and pencil. Moreover, I prefer my study place to be minimalist and as simple and plain as possible.”*

5.5.2. Interview Excerpts with Low-scorers in VST**Lack of Goal-setting and Commitment:**

LS7: *“ To be frank, I don’t set goals. There are some words in course books. If I come across a word several times, then I memorize it. I can’t say that I set goals and make word lists to study and practice.”*

Delay and Procrastination:

LS7: *“ Studying is usually boring. I sit down for my assignment when the due date is close. Before that, I cannot focus on my study and arrange my time. I even drink coffee or go to shopping just to keep myself away from my duties and assignments. This is a kind of delay, too.”*

Lack of Study Strategies:

LS5: *“ At first, I used to write English and Turkish definitions for newly-presented vocabulary in order to repeat and revise them later on. However, I’ve never turned back to these notes. It didn’t work. Then, I prepared stickers, but after a while, this turned out to be hard to continue for me, too. Then I used the new words in sentences, and wrote the part of speech, yet, this took too much time and I couldn’t continue further.”*

Test-driven Study:

LS3: *“I don’t set goals for learning a certain amount of vocabulary, rather, I focus on getting the passing score. Thus, I just start studying for the exam or assignment when the due date gets closer.”*

Lack of Independent Study Outside the School:

LS2: "It is really challenging to memorizes words. After a while, one completely forgets it all. When I lose my focus, I delay my study to another day. IF that day doesn't work either, I give up on studying and just let it go."

Among the reflections of the interview participants, most notable points are the variety of self-directed vocabulary learning strategies among the high-scorers. As the interview questions have been prepared in congruence with the self-regulation steps (planning, strategies, evaluation) (Zimmermann, 2000), an assessment of to what extent the students reflections match the self-regulation steps is worth enquiring.

While high-scorers seemed to reveal considerably deeper and more comprehensive reflections than low-scorers in utilizing SRL strategies, the first step of SRL which is planning, was not favorable enough. To give an illustration, only strategy high-scorer utilized was setting unclear goals in their mind. Most of them neither wrote these goals down nor applied other goal-setting and planning strategies such as following the goals' completion and monitoring if the goals had been achieved in pre-determined dates or not.

In the strategies part of SRL, high-scorers seemed to perform the closest to an ideal scenario of SRL. These students applied several strategies such as watching movies and series, following YouTube channels, translating songs and posts on cyber forums, associating words with concepts, collaborating with their peers, creating authentic context for academic use of vocabulary, arranging the environmental setting and so on. Thus, it is acceptable to assert that high-scorers were quite effective in applying a diversity of strategies in vocabulary learning process.

In the evaluation part of SRL, high-scorers reflected similar to their insights as in the first phase of SRL (planning), that's, the students in high-scorers group did not perform well enough in evaluating their strategies. They could have applied observation and monitoring charts to see if they achieved their goals, asked for more feedback from peers and more-knowledgeable-others, checked the web sources and online videos, kept graphic organizers to see their progress better and formed positive and negative habits visuals for their own vocabulary learning strategies.

On the other hand, low-scorers reflected insights that revealed low performances in all three levels of SRL (planning, strategies, evaluation). These students were weak in

utilizing techniques for all phases of SRL. This could also explain why these students performed poorly on vocabulary size test and questionnaire.

A matching chart of the questionnaire constructs and self-regulated vocabulary learning interview constructs is below as it helps to enlighten the process and the results:

Table 22.

A matching chart of Questionnaire and Interview Constructs

Questionnaire Constructs:	SRL Interview Constructs:
Commitment Control	Goal-setting, Planning before and while vocabulary learning
Metacognitive Control	Direct and Indirect Strategies for Vocabulary Learning
Emotion Control	Strategies for controlling negative emotions while learning vocabulary
Environment Control	Environmental regulation and structuring while learning vocabulary

Senturk (2016) revealed in her study that the higher and more diverse the self-regulated learning strategies of learners, the higher the learners' vocabulary size. These results match with the present study's findings in that the interviews with high scorers and low scorers of SRC test have demonstrated the gap between high and low scorers with regard to their use of SRL strategies.

CHAPTER VI

CONCLUSION

6.1. Conclusion and Suggestions for Further Research

In this study we wanted to see the level of self-regulation capacity among adult EFL learners in the context of a Turkish university which had a considerable number of international students. We also wanted to see their level of vocabulary knowledge. These were subsidiary questions that we asked to our participants.

The main questions that we investigated into were about the relationship between the participants' vocabulary knowledge and their subcategories of self-regulation capacity, and the other one being the relationship between their vocabulary size and subcategories of self-regulation capacity by gender, cycle of study, and nationality. For the first question we found out that the participants had a relatively high means of all the subcategories of SRC. For the second question most of them seemed to be above the expected threshold in terms of vocabulary knowledge. As for the third question, environmental control turned out to be highly correlated with vocabulary knowledge. With regards to gender, cycle of study, and nationality again environmental control and commitment control seemed highly correlated with vocabulary size of the participants in undergraduate and male participants of the study. Satiation control did not have any significant correlation with vocabulary knowledge in any of the subcategories of SRC.

When we think of the environmental control being the leading sub-category of SRC, we might think of this result as something natural since environment is something that is easy to change or manage. So, it is not surprising to find our participants being capable of arranging their environments in order to make their learning process more efficient or looking for a good learning environment.

Commitment control is another subcategory of SRC that turned out to be significantly correlated with their vocabulary size. Participants, especially the ones who are Turkish and study at undergraduate level of university, are high achievers in terms of the university entrance exam. For that reason, we can claim that it is natural on their side to have high commitment control levels since they already have fixed study skills from their university preparation times.

The finding about satiation control, the fact that it was almost never high neither in males nor in females is rather surprising. Satiation control deals with the capacity of

leaners in controlling their boredom and regulating their mood to enrich their learning process. Having low levels of satiation control could mean that the participants are having problems in terms of fighting with boredom, and they are not able to manage their mood when they need to sit and study.

Additionally, we should also remember the fact that emotion control did not have any high correlations at any of the groups, which also means that participants do not know how to fight and reduce their stress levels when they need to study. The problems of boredom and stress that are connected with satiation and emotion control are apparently problematic areas for the participants. We can suggest that some training courses could be offered to the participants that involves satiation and emotion control subcategories of self-regulation in order to help them with their learning process. Those two types of SRC are the two most abstract subcategories of self-regulation in which participants need the most help. Also, a training on metacognitive control could be of good help on the participants' side.

Delving into the vocabulary knowledge of the participants, we found out that most of them are close to or above the threshold of the expected vocabulary level. In the general picture, this looks promising whereas we should not avoid the fact that one-fifth of the participants are far below the expected vocabulary level. Although those students receive tutorial hours with their instructors after normal teaching hours in order to study all skills and subskills, and they are tested on vocabulary in midterm and final exams, they turn out to be lacking behind most of the student profile. It could be a good idea to offer them special trainings on vocabulary learning strategies. They might not be aware of those strategies since sometimes we, teachers, tend to think that our students should already be knowing the things that we know.

In general sense, self-regulation capacity of the participants seems to be relatively high. Another thing that could be done is to carry out a comparative study with a group of learners who are not as high achievers as our participants. But because this study was meant for this specific group of students, we can say that our results are trustworthy.

We did not include the variable of age in this study since it has been investigated into in quite a few studies. Instead of that, we took the variable of nationality and we wanted to measure the self-regulation level of Turkish and international students. Turkish students seemed to have high self-regulation levels whereas we could not find any significant data about the self-regulation capacity of international students. This might stem from the fact that the international participants were not a homogenous group but

rather heterogeneous one. In addition, the number of international participants seems to be not enough for a proper measurement of their self-regulation capacity. A suggestion for this would be to compare the self-regulation levels of Turkish learners with another specific homogenous group of learners' self-regulation capacity.

Taking into consideration the interviews we have carried out, we can say that interview data analysis yielded significant outcomes with regard to:

- ✓ the relationship between SRL/SRC and vocabulary learning strategies,
- ✓ Students' vocabulary learning strategies,
- ✓ Teachers' and schools' vocabulary teaching strategies
- ✓ Teachers' and schools' explicit / implicit vocabulary learning strategy instruction.

To begin with, it has been observed in this study that SRL/SRC is strongly related to achievement level in vocabulary learning. It is not surprising indeed in that individuals with techniques in any field could perform better than those without techniques, methods, strategies and so forth. This has also been supported by the evidence in many other studies conducted in vocabulary learning research (Schraw et al., 2006). Second aspect of the data analysis is in parallel with that of the first one, that's, SRL/SRC or students with strong vocabulary learning techniques outperform others. However, what is meant by the second aspect is the individual, out-of-school vocabulary learning. Such students are expected to be better at acquiring words by applying several different methods on their own without the support of a teacher or instructor.

Another point is with regards to the teaching of vocabulary learning strategies at schools. Many schools lack the teaching of strategies in vocabulary learning lessons and courses (Afzal, 2019). Thus, results of this interview analysis could demonstrate the importance of strategies if one wants to advance or excel in learning vocabulary. With this in mind, schools could consider certain ways to integrate vocabulary learning strategies into the curricula.

Parallel to the previous insight, schools might consider the explicit or implicit teaching of self-regulated learning skills to students. This has been evident in a myriad of studies to foster independent, self-directed, self-motivated, in short, self-regulated students. As the 21st century is an era in which abundant amount of learning resources such as web, forums, books, e-books, universities, social media learning platforms, peers

in close and distant proximities is common (Siemens, 2005), students should be trained to be self-regulated learners that will not need to count on a teacher alone to enhance their knowledge in any specific area. In brief, in the era of global learning opportunities, students had better be equipped with self-regulated learning skills and strategies.

Further research could ponder upon self-regulated vocabulary learning and technology integration at schools. Such technology integration should and could serve to instill SRL / SRC skills for students so that they could be more effective independent and autonomous learners (Ma, 2017). Another suggestion for future research could be in the area of mobile devices that have been gaining popularity and prevalence in society, particularly in education field. Learners with such devices use learning apps though unfruitfully. Instructionally-sufficient and well-designed apps to improve students' vocabulary learning strategies could be a target for researchers in the field. Besides, technologically incompetent and disadvantaged groups should be taken into consideration. For this, teachers could be trained in self-regulated vocabulary learning and teaching strategies. This way, they will be able to better implement lesson plans that teach learners SRL or vocabulary learning strategies. All in all, more research is needed in the field of self-regulated vocabulary learning strategies, its instruction and integration into the curriculum and teaching.

6.2. Limitations

The first possible limitation of the study might stem from the length of the Vocabulary Size Test. Since it consists of 140 items, students could get bored with answering the questions carefully and start answering them negligently. In order to prevent that, we distributed the test and the scale both at the same time with an invigilator reminding the students to fill in the scale and answer the questions carefully. The invigilators were on constant watch to see whether students did the test properly or not.

Another limitation of the study could be the number of participants. If the study investigated into only one group of population, then 124 participants would be enough whereas since we had different components in our study as to gender, cycle of study and nationality, the number of participants remained not enough especially with the part regarding the nationality. It would also be better if we could have more number of master and PhD participants but this limitation for us was unavoidable since the institution where

we carried out our study has just recently started education, there is not a big number of master and PhD student population at the university.

Yet, another limitation was the timing of distributing and administering our self-regulation capacity in vocabulary acquisition scale and vocabulary size test. Since there were students from different countries, translating the scale and the test into students' mother tongue would not be feasible for the realization of the study. The only common language of the students being English, we had to give both the scale and the test in English. For reliability reasons, the students were supposed to understand the statements in the scale and answer them accordingly. That's why we had to wait until the end of the academic year so that at least most of the students would come to the levels in order to properly understand the statements in the SRCvoc scale. That fact put us in a pressing situation while doing the research.

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APPENDICES

Appendix 1. 'Self-Regulating Capacity in Vocabulary Learning' Scale (SRCvoc)

	Strongly Agree	Agree	Partly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. Once the novelty of learning vocabulary is gone, I easily become impatient with it.	☐	☐	☐	☐	☐	☐
2. When I feel stressed about vocabulary learning, I know how to reduce this stress.	☐	☐	☐	☐	☐	☐
3. When I am studying vocabulary and the learning environment becomes unsuitable, I try to sort out the problem.	☐	☐	☐	☐	☐	☐
4. When learning vocabulary, I have my special techniques to achieve my learning goals.	☐	☐	☐	☐	☐	☐
5. When learning vocabulary, I have my special techniques to keep my concentration focused.	☐	☐	☐	☐	☐	☐
6. I feel satisfied with the methods I use to reduce the stress of vocabulary learning.	☐	☐	☐	☐	☐	☐
7. When learning vocabulary, I believe I can achieve my goals more quickly than expected.	☐	☐	☐	☐	☐	☐
8. During the process of learning vocabulary, I feel satisfied with the ways I eliminate boredom.	☐	☐	☐	☐	☐	☐
9. When learning vocabulary, I think my methods of controlling my concentration are effective.	☐	☐	☐	☐	☐	☐
10. When learning vocabulary, I persist until I reach the goals that I make for myself.	☐	☐	☐	☐	☐	☐
11. When it comes to learning vocabulary, I have my special techniques to prevent procrastination.	☐	☐	☐	☐	☐	☐
13. I believe I can overcome all the difficulties related to achieving my vocabulary learning goals.	☐	☐	☐	☐	☐	☐
14. When learning vocabulary, I know how to arrange the environment to make learning more efficient.	☐	☐	☐	☐	☐	☐
15. When I feel stressed about my vocabulary learning, I cope with this problem immediately.	☐	☐	☐	☐	☐	☐
16. When it comes to learning vocabulary, I think my methods of controlling procrastination are effective.	☐	☐	☐	☐	☐	☐
17. When learning vocabulary, I am aware that the learning environment						

- matters.

☐☐☐☐☐☐☐
18. During the process of learning vocabulary, I am confident that I can overcome any sense of boredom.

☐☐☐☐☐☐☐
19. When feeling bored with learning vocabulary, I know how to regulate my mood in order to invigorate the learning process.

☐☐☐☐☐☐☐
12. When I feel stressed about vocabulary learning, I simply want to give up.

☐☐☐☐☐☐☐
20. When I study vocabulary, I look for a good learning environment.

☐☐☐☐☐☐☐



The Questionnaire Items Grouped According To The Five Constituent Scales

Commitment control (Items 4, 7, 10, 13)

- When learning vocabulary, I have my special techniques to achieve my learning goals.
- When learning vocabulary, I believe I can achieve my goals more quickly than expected.
- When learning vocabulary, I persist until I reach the goals that I make for myself.
- I believe I can overcome all the difficulties related to achieving my vocabulary learning goals.

Metacognitive control (Items 5, 9, 11, 16)

- When learning vocabulary, I have my special techniques to keep my concentration focused.
- When learning vocabulary, I think my methods of controlling my concentration are effective.
- When it comes to learning vocabulary, I have my special techniques to prevent procrastination.
- When it comes to learning vocabulary, I think my methods of controlling procrastination are effective.

Satiation control (Items 1, 8, 18, 19)

- Once the novelty of learning vocabulary is gone, I easily become impatient with it.
- During the process of learning vocabulary, I feel satisfied with the ways I eliminate boredom.
- During the process of learning vocabulary, I am confident that I can overcome any sense of boredom.

- When feeling bored with learning vocabulary, I know how to regulate my mood in order to invigorate the learning process.

Emotion control (Items 2, 6, 12, 15)

- When I feel stressed about vocabulary learning, I know how to reduce this stress.
- I feel satisfied with the methods I use to reduce the stress of vocabulary learning.
- When I feel stressed about vocabulary learning, I simply want to give up.
- When I feel stressed about my vocabulary learning, I cope with this problem immediately.

Environment control (Items 3, 14, 17, 20)

- When I am studying vocabulary and the learning environment becomes unsuitable, I try to sort out the problem.
- When learning vocabulary, I know how to arrange the environment to make learning more efficient.
- When learning vocabulary, I am aware that the learning environment matters.
- When I study vocabulary, I look for a good learning environment.

Appendix 2. Vocabulary Size Test

Vocabulary Size Test¹

Circle the letter a-d with the closest meaning to the key word in the question.

1. SEE: They **saw** it.
 - a. cut
 - b. waited for
 - c. looked at

- d. started
-
- 2. TIME: They have a lot of **time**.
 - a. money
 - b. food
 - c. hours
 - d. friends
-
- 3. PERIOD: It was a difficult **period**.
 - a. question
 - b. time
 - c. thing to do
 - d. book
-
- 4. FIGURE: Is this the right **figure**?
 - a. answer
 - b. place
 - c. time
 - d. number
-
- 5. POOR: We are **poor**.
 - a. have no money
 - b. feel happy
 - c. are very interested
 - d. do not like to work hard
-
- 6. DRIVE: He **drives** fast.
 - a. swims
 - b. learns
 - c. throws balls
 - d. uses a car
-
- 7. JUMP: She tried to **jump**.
 - a. lie on top of the water

- b. get off the ground suddenly
 - c. stop the car at the edge of the road
 - d. move very fast
8. SHOE: Where is your **shoe**?
- a. the person who looks after you
 - b. the thing you keep your money in
 - c. the thing you use for writing
 - d. the thing you wear on your foot
9. STANDARD: Her **standards** are very high.
- a. the bits at the back under her shoes
 - b. the marks she gets in school
 - c. the money she asks for
 - d. the levels she reaches in everything
10. BASIS: This was used as the **basis**.
- a. answer
 - b. place to take a rest
 - c. next step
 - d. main part

Second 1000

1. MAINTAIN: Can they **maintain** it?
 - a. keep it as it is
 - b. make it larger
 - c. get a better one than it
 - d. get it

2. STONE: He sat on a **stone**.
 - a. hard thing
 - b. kind of chair
 - c. soft thing on the floor
 - d. part of a tree

3. UPSET: I am **upset**.
 - a. tired
 - b. famous
 - c. rich
 - d. unhappy

4. DRAWER: The **drawer** was empty.
 - a. sliding box
 - b. place where cars are kept
 - c. cupboard to keep things cold
 - d. animal house

5. PATIENCE: He has no **patience**.
 - a. will not wait happily
 - b. has no free time
 - c. has no faith
 - d. does not know what is fair

6. NIL: His mark for that question was **nil**.
 - a. very bad

- b. nothing
 - c. very good
 - d. in the middle
7. PUB: They went to the **pub**.
- a. place where people drink and talk
 - b. place that looks after money
 - c. large building with many shops
 - d. building for swimming
8. CIRCLE: Make a **circle**.
- a. rough picture
 - b. space with nothing in it
 - c. round shape
 - d. large hole
9. MICROPONE: Please use the **microphone**.
- a. machine for making food hot
 - b. machine that makes sounds louder
 - c. machine that makes things look bigger
 - d. small telephone that can be carried around
10. PRO: He's a **pro**.
- a. someone who is employed to find out important secrets
 - b. a stupid person
 - c. someone who writes for a newspaper
 - d. someone who is paid for playing sport etc

Third 1000

1. SOLDIER: He is a **soldier**.
 - a. person in a business
 - b. student
 - c. person who uses metal
 - d. person in the army

2. RESTORE: It has been **restored**.
 - a. said again
 - b. given to a different person
 - c. given a lower price
 - d. made like new again

3. JUG: He was holding a **jug**.
 - a. A container for pouring liquids
 - b. an informal discussion
 - c. A soft cap
 - d. A weapon that explodes

4. SCRUB: He is **scrubbing** it.
 - a. cutting shallow lines into it
 - b. repairing it
 - c. rubbing it hard to clean it
 - d. drawing simple pictures of it

5. DINOSAUR: The children were pretending to be **dinosaurs**.
 - a. robbers who work at sea
 - b. very small creatures with human form but with wings
 - c. large creatures with wings that breathe fire
 - d. animals that lived a long time ago

6. STRAP: He broke the **strap**.
 - a. promise
 - b. top cover
 - c. shallow dish for food

d. strip of material for holding things together

7. PAVE: It was **paved**.

a. prevented from going through

b. divided

c. given gold edges

d. covered with a hard surface

8. DASH: They **dashed** over it.

a. moved quickly

b. moved slowly

c. fought

d. looked quickly

9. ROVE: He couldn't stop **roving**.

a. getting drunk

b. travelling around

c. making a musical sound through closed lips

d. working hard

10. LONESOME: He felt **lonesome**.

a. ungrateful

b. very tired

c. lonely

d. full of energy

Fourth 1000

1. COMPOUND: They made a new **compound**.

- a. agreement
- b. thing made of two or more parts
- c. group of people forming a business
- d. guess based on past experience

2. LATTER: I agree with the **latter**.

- a. man from the church
- b. reason given
- c. last one
- d. answer

3. CANDID: Please be **candid**.

- a. be careful
- b. show sympathy
- c. show fairness to both sides
- d. say what you really think

4. TUMMY: Look at my **tummy**.

- a. cloth to cover the head
- b. stomach
- c. small furry animal
- d. thumb

5. QUIZ: We made a **quiz**.

- a. thing to hold arrows
- b. serious mistake
- c. set of questions
- d. box for birds to make nests in

6. INPUT: We need more **input**.

- a. information, power, etc. put into something
- b. workers
- c. artificial filling for a hole in wood
- d. money

7. CRAB: Do you like **crabs**?

- a. sea creatures that walk sideways
- b. very thin small cakes
- c. tight, hard collars
- d. large black insects that sing at night

8. VOCABULARY: You will need more **vocabulary**.

- a. words
- b. skill
- c. money
- d. guns

9. REMEDY: We found a good **remedy**.

- a. way to fix a problem
- b. place to eat in public
- c. way to prepare food
- d. rule about numbers

10. ALLEGE: They **alleged** it.

- a. claimed it without proof
- b. stole the ideas for it from someone else
- c. provided facts to prove it
- d. argued against the facts that supported it

Fifth 1000

1. DEFICIT: The company had a large **deficit**.

- a. spent a lot more money than it earned
- b. went down a lot in value
- c. had a plan for its spending that used a lot of money
- d. had a lot of money in the bank

2. WEEP: He **wept**.

- a. finished his course
- b. cried
- c. died
- d. worried

3. NUN: We saw a **nun**.

- a. long thin creature that lives in the earth
- b. terrible accident
- c. woman following a strict religious life
- d. unexplained bright light in the sky

4. HAUNT: The house is **haunted**.

- a. full of ornaments
- b. rented
- c. empty
- d. full of ghosts

5. COMPOST: We need some **compost**.

- a. strong support
- b. help to feel better
- c. hard stuff made of stones and sand stuck together
- d. rotted plant material

6. CUBE: I need one more **cube**.
- a. sharp thing used for joining things
 - b. solid square block
 - c. tall cup with no saucer
 - d. piece of stiff paper folded in half
7. MINIATURE: It is a **miniature**.
- a. a very small thing of its kind
 - b. an instrument to look at small objects
 - c. a very small living creature
 - d. a small line to join letters in handwriting
8. PEEL: Shall I **peel** it?
- a. let it sit in water for a long time
 - b. take the skin off it
 - c. make it white
 - d. cut it into thin pieces
9. FRACTURE: They found a **fracture**.
- a. break
 - b. small piece
 - c. short coat
 - d. rare jewel
10. BACTERIUM: They didn't find a single **bacterium**.
- a. small living thing causing disease
 - b. plant with red or orange flowers
 - c. animal that carries water on its back
 - d. thing that has been stolen and sold to a shop

Sixth 1000

1. DEVIOUS: Your plans are **devious**.

- a. tricky
- b. well-developed
- c. not well thought out
- d. more expensive than necessary

2. PREMIER: The **premier** spoke for an hour.

- a. person who works in a law court
- b. university teacher
- c. adventurer
- d. head of the government

3. BUTLER: They have a **butler**.

- a. man servant
- b. machine for cutting up trees
- c. private teacher
- d. cool dark room under the house

4. ACCESSORY: They gave us some **accessories**.

- a. papers allowing us to enter a country
- b. official orders
- c. ideas to choose between
- d. extra pieces

5. THRESHOLD: They raised the **threshold**.

- a. flag
- b. point or line where something changes
- c. roof inside a building
- d. cost of borrowing money

6. THESIS: She has completed her **thesis**.

- a. long written report of study carried out for a university degree
- b. talk given by a judge at the end of a trial

- c. first year of employment after becoming a teacher
- d. extended course of hospital treatment

7. STRANGLE: He **strangled** her.

- a. killed her by pressing her throat
- b. gave her all the things she wanted
- c. took her away by force
- d. admired her greatly

8. CAVALIER: He treated her in a **cavalier** manner.

- a. without care
- b. politely
- c. awkwardly
- d. as a brother would

9. MALIGN: His **malign** influence is still felt.

- a. evil
- b. good
- c. very important
- d. secret

10. VEER: The car **veered**.

- a. went suddenly in another direction
- b. moved shakily
- c. made a very loud noise
- d. slid sideways without the wheels turning

Seventh 1000

1. OLIVE: We bought **olives**.
 - a. oily fruit
 - b. scented pink or red flowers
 - c. men's clothes for swimming
 - d. tools for digging up weeds

2. QUILT: They made a **quilt**.
 - a. statement about who should get their property when they die
 - b. firm agreement
 - c. thick warm cover for a bed
 - d. feather pen

3. STEALTH: They did it by **stealth**.
 - a. spending a large amount of money
 - b. hurting someone so much that they agreed to their demands
 - c. moving secretly with extreme care and quietness
 - d. taking no notice of problems they met

4. SHUDDER: The boy **shuddered**.
 - a. spoke with a low voice
 - b. almost fell
 - c. shook
 - d. called out loudly

5. BRISTLE: The **bristles** are too hard.
 - a. questions
 - b. short stiff hairs
 - c. folding beds
 - d. bottoms of the shoes

6. BLOC: They have joined this **bloc**.
- a. musical group
 - b. band of thieves
 - c. small group of soldiers who are sent ahead of others
 - d. group of countries sharing a purpose
7. DEMOGRAPHY: This book is about **demography**.
- a. the study of patterns of land use
 - b. the study of the use of pictures to show facts about numbers
 - c. the study of the movement of water
 - d. the study of population
8. GIMMICK: That's a good **gimmick**.
- a. thing for standing on to work high above the ground
 - b. small thing with pockets to hold money
 - c. attention-getting action or thing
 - d. clever plan or trick
9. AZALEA: This **azalea** is very pretty.
- a. small tree with many flowers growing in groups
 - b. light material made from natural threads
 - c. long piece of material worn by women in India
 - d. sea shell shaped like a fan
10. YOGHURT: This **yoghurt** is disgusting.
- a. grey mud found at the bottom of rivers
 - b. unhealthy, open sore
 - c. thick, soured milk, often with sugar and flavouring
 - d. large purple fruit with soft flesh

Eighth 1000

1. ERRATIC: He was **erratic**.
 - a. without fault
 - b. very bad
 - c. very polite
 - d. unsteady

2. PALETTE: He lost his **palette**.
 - a. basket for carrying fish
 - b. wish to eat food
 - c. young female companion
 - d. artist's board for mixing paints

3. NULL: His influence was **null**.
 - a. had good results
 - b. was unhelpful
 - c. had no effect
 - d. was long-lasting

4. KINDERGARTEN: This is a good **kindergarten**.
 - a. activity that allows you to forget your worries
 - b. place of learning for children too young for school
 - c. strong, deep bag carried on the back
 - d. place where you may borrow books

5. ECLIPSE: There was an **eclipse**.
 - a. a strong wind
 - b. a loud noise of something hitting the water
 - c. The killing of a large number of people
 - d. The sun hidden by a planet

6. MARROW: This is the **marrow**.

- a. symbol that brings good luck to a team
- b. Soft centre of a bone
- c. control for guiding a plane
- d. increase in salary

7. LOCUST: There were hundreds of **locusts**.

- a. insects with wings
- b. unpaid helpers
- c. people who do not eat meat
- d. brightly coloured wild flowers

8. AUTHENTIC: It is **authentic**.

- a. real
- b. very noisy
- c. Old
- d. Like a desert

9. CABARET: We saw the **cabaret**.

- a. painting covering a whole wall
- b. song and dance performance
- c. small crawling insect
- d. person who is half fish, half woman

10. MUMBLE: He started to **mumble**.

- a. think deeply
- b. shake uncontrollably
- c. stay further behind the others
- d. speak in an unclear way

Ninth 1000

1. HALLMARK: Does it have a **hallmark**?
 - a. stamp to show when to use it by
 - b. stamp to show the quality
 - c. mark to show it is approved by the royal family
 - d. Mark or stain to prevent copying

2. PURITAN: He is a **puritan**.
 - a. person who likes attention
 - b. person with strict morals
 - c. person with a moving home
 - d. person who hates spending money

3. MONOLOGUE: Now he has a **monologue**.
 - a. single piece of glass to hold over his eye to help him to see better
 - b. long turn at talking without being interrupted
 - c. position with all the power
 - d. picture made by joining letters together in interesting ways

4. WEIR: We looked at the **weir**.
 - a. person who behaves strangely
 - b. wet, muddy place with water plants
 - c. old metal musical instrument played by blowing
 - d. thing built across a river to control the water

5. WHIM: He had lots of **whims**.
 - a. old gold coins
 - b. female horses
 - c. strange ideas with no motive
 - d. sore red lumps

6. PERTURB: I was **perturbed**.
- a. made to agree
 - b. Worried
 - c. very puzzled
 - d. very wet
7. REGENT: They chose a **regent**.
- a. an irresponsible person
 - b. a person to run a meeting for a time
 - c. a ruler acting in place of the king
 - d. a person to represent them
8. OCTOPUS: They saw an **octopus**.
- a. a large bird that hunts at night
 - b. a ship that can go under water
 - c. a machine that flies by means of turning blades
 - d. a sea creature with eight legs
9. FEN: The story is set in the **fens**.
- a. low land partly covered by water
 - b. a piece of high land with few trees
 - c. a block of poor-quality houses in a city
 - d. a time long ago
10. LINTEL: He painted the **lintel**.
- a. Beam over the top of a door or window
 - b. small boat used for getting to land from a big boat
 - c. beautiful tree with spreading branches and green fruit
 - d. board showing the scene in a theatre

Tenth 1000

1. AWE: They looked at the mountain with **awe**.
 - a. worry
 - b. interest
 - c. wonder
 - d. respect

2. PEASANTRY: He did a lot for the **peasantry**.
 - a. local people
 - b. place of worship
 - c. businessmen's club
 - d. poor farmers

3. EGALITARIAN: This organization is **egalitarian**.
 - a. does not provide much information about itself to the public
 - b. dislikes change
 - c. frequently asks a court of law for a judgement
 - d. treats everyone who works for it as if they are equal

4. MYSTIQUE: He has lost his **mystique**.
 - a. his healthy body
 - b. the secret way he makes other people think he has special power or skill
 - c. the woman who has been his lover while he is married to someone else
 - d. the hair on his top lip

5. UPBEAT: I'm feeling really **upbeat** about it.
 - a. upset
 - b. good
 - c. hurt
 - d. confused

6. CRANNY: We found it in the **cranny**!

- a. sale of unwanted objects
- b. narrow opening
- c. space for storing things under the roof of a house
- d. large wooden box

7. PIGTAIL: Does she have a **pigtail**?

- a. a rope of hair made by twisting bits together
- b. a lot of cloth hanging behind a dress
- c. a plant with pale pink flowers that hang down in short bunches
- d. a lover

8. CROWBAR: He used a **crowbar**.

- a. heavy iron pole with a curved end
- b. false name
- c. sharp tool for making holes in leather
- d. light metal walking stick

9. RUCK: He got hurt in the **ruck**.

- a. hollow between the stomach and the top of the leg
- b. pushing and shoving
- c. group of players gathered round the ball in some ball games
- d. race across a field of snow

10. LECTERN: He stood at the **lectern**.

- a. desk to hold a book at a height for reading
- b. table or block used for church sacrifices
- c. place where you buy drinks
- d. very edge

Eleventh 1000

1. EXCRETE: This was **excreted** recently.
 - a. pushed or sent out
 - b. made clear
 - c. discovered by a science experiment
 - d. put on a list of illegal things

2. MUSSEL: They bought **mussels**.
 - a. small glass balls for playing a game
 - b. shellfish
 - c. large purple fruits
 - d. pieces of soft paper to keep the clothes clean when eating

3. YOGA: She has started **yoga**.
 - a. handwork done by knotting thread
 - b. a form of exercise for body and mind
 - c. a game where a cork stuck with feathers is hit between two players
 - d. a type of dance from eastern countries

4. COUNTERCLAIM: They made a **counterclaim**.
 - a. a demand made by one side in a law case to match the other side's demand
 - b. a request for a shop to take back things with faults
 - c. An agreement between two companies to exchange work
 - d. a top cover for a bed

5. PUMA: They saw a **puma**.
 - a. small house made of mud bricks
 - b. tree from hot, dry countries
 - c. very strong wind that sucks up anything in its path
 - d. large wild cat

6. PALLOR: His **pallor** caused them concern.
- a. his unusually high temperature
 - b. his lack of interest in anything
 - c. his group of friends
 - d. the paleness of his skin
7. APERITIF: She had an **aperitif**.
- a. a long chair for lying on with just one place to rest an arm
 - b. a private singing teacher
 - c. a large hat with tall feathers
 - d. a drink taken before a meal
8. HUTCH: Please clean the **hutch**.
- a. thing with metal bars to keep dirt out of water pipes
 - b. space in the back of a car for bags
 - c. metal piece in the middle of a bicycle wheel
 - d. cage for small animals
9. EMIR: We saw the **emir**.
- a. bird with long curved tail feathers
 - b. woman who cares for other people's children in Eastern countries
 - c. Middle Eastern chief with power in his land
 - d. house made from blocks of ice
10. HESSIAN: She bought some **hessian**.
- a. oily pinkish fish
 - b. stuff producing a happy state of mind
 - c. coarse cloth
 - d. strong-tasting root for flavouring food

Twelfth 1000

1. HAZE: We looked through the **haze**.
 - a. small round window in a ship
 - b. unclear air
 - c. strips of wood or plastic to cover a window
 - d. list of names

2. SPLEEN: His **spleen** was damaged.
 - a. knee bone
 - b. organ found near the stomach
 - c. pipe taking waste water from a house
 - d. respect for himself

3. SOLILOQUY: That was an excellent **soliloquy**!
 - a. song for six people
 - b. short clever saying with a deep meaning
 - c. entertainment using lights and music
 - d. speech in the theatre by a character who is alone

4. REPTILE: She looked at the **reptile**.
 - a. old hand-written book
 - b. animal with cold blood and a hard outside
 - c. person who sells things by knocking on doors
 - d. picture made by sticking many small pieces of different colours together

5. ALUM: This contains **alum**.
 - a. a poisonous substance from a common plant
 - b. a soft material made of artificial threads
 - c. a tobacco powder once put in the nose
 - d. a chemical compound usually involving aluminium

6. REFECTORY: We met in the **refectory**.
- a. room for eating
 - b. office where legal papers can be signed
 - c. room for several people to sleep in
 - d. room with glass walls for growing plants
7. CAFFEINE: This contains a lot of **caffeine**.
- a. a substance that makes you sleepy
 - b. threads from very tough leaves
 - c. ideas that are not correct
 - d. a substance that makes you excited
8. IMPALE: He nearly got **impaled**.
- a. charged with a serious offence
 - b. put in prison
 - c. stuck through with a sharp instrument
 - d. involved in a dispute
9. COVEN: She is the leader of a **coven**.
- a. a small singing group
 - b. a business that is owned by the workers
 - c. a secret society
 - d. a group of church women who follow a strict religious life
10. TRILL: He practised the **trill**.
- a. ornament in a piece of music
 - b. type of stringed instrument
 - c. Way of throwing a ball
 - d. dance step of turning round very fast on the toes

Thirteenth 1000

1. UBIQUITOUS: Many weeds are **ubiquitous**.

- a. are difficult to get rid of
- b. have long, strong roots
- c. are found in most countries
- d. die away in the winter

2. TALON: Just look at those **talons**!

- a. high points of mountains
- b. sharp hooks on the feet of a hunting bird
- c. heavy metal coats to protect against weapons
- d. people who make fools of themselves without realizing it

3. ROUBLE: He had a lot of **roubles**.

- a. very precious red stones
- b. distant members of his family
- c. Russian money
- d. moral or other difficulties in the mind

4. JOVIAL: He was very **jovial**.

- a. low on the social scale
- b. likely to criticize others
- c. full of fun
- d. friendly

5. COMMUNIQUE: I saw their **communiqué** .

- a. critical report about an organization
- b. garden owned by many members of a community
- c. printed material used for advertising
- d. official announcement

6. PLANKTON: We saw a lot of **plankton**.

- a. poisonous weeds that spread very quickly
- b. very small plants or animals found in water
- c. trees producing hard wood
- d. grey clay that often causes land to slip

7. SKYLARK: We watched a **skylark**.

- a. show with aeroplanes flying in patterns
- b. man-made object going round the earth
- c. person who does funny tricks
- d. small bird that flies high as it sings

8. BEAGLE: He owns two **beagles**.

- a. fast cars with roofs that fold down
- b. large guns that can shoot many people quickly
- c. small dogs with long ears
- d. houses built at holiday places

9. ATOLL: The **atoll** was beautiful.

- a. low island made of coral round a sea-water lake
- b. work of art created by weaving pictures from fine thread
- c. small crown with many precious jewels worn in the evening by women
- d. place where a river flows through a narrow place full of large rocks

10. DIDACTIC: The story is very **didactic**.

- a. tries hard to teach something
- b. is very difficult to believe
- c. deals with exciting actions
- d. is written in a way which makes the reader unsure of the meaning

Fourteenth 1000

1. CANONICAL: These are **canonical** examples.

- a. examples which break the usual rules
- b. examples taken from a religious book
- c. regular and widely accepted examples
- d. examples discovered very recently

2. ATOP: He was **atop** the hill.

- a. at the bottom of
- b. at the top of
- c. on this side of
- d. on the far side of

3. MARSUPIAL: It is a **marsupial**.

- a. an animal with hard feet
- b. a plant that grows for several years
- c. a plant with flowers that turn to face the sun
- d. an animal with a pocket for babies

4. AUGUR: It **augured** well.

- a. promised good things for the future
- b. agreed well with what was expected
- c. had a colour that looked good with something else
- d. rang with a clear, beautiful sound

5. BAWDY: It was very **bawdy**.

- a. unpredictable
- b. enjoyable
- c. rushed
- d. rude

6. GAUCHE: He was **gauche**.
- a. talkative
 - b. flexible
 - c. awkward
 - d. determined
7. THESAURUS: She used a **thesaurus**.
- a. a kind of dictionary
 - b. a chemical compound
 - c. a special way of speaking
 - d. an injection just under the skin
8. ERYTHROCYTE: It is an **erythrocyte**.
- a. a medicine to reduce pain
 - b. a red part of the blood
 - c. a reddish white metal
 - d. a member of the whale family
9. CORDILLERA: They were stopped by the **cordillera**.
- a. a special law
 - b. an armed ship
 - c. a line of mountains
 - d. the eldest son of the king
10. LIMPID: He looked into her **limpid** eyes.
- a. clear
 - b. tearful
 - c. deep brown
 - d. beautiful

Appendix 3. Interview Coding Sheet

ENAS	code	category	theme
Q.1 Answer to Q1: So when it comes to me, you know learning brand new words or like anything related to that, when I hear a word that could be awfully familiar to me, I usually take its origins, you know what I mean like origins of this word and maybe try to put it in a sentence that would fit. That's my way of thinking whenever I learn a new word that. I try to use it in my daily life because most of the time I speak English with my family and with my friends. So that's really the language that I focus on all the time. The reason for that is because my sisters are planning to enter in majors in English so I try to strengthen their language by speaking to them all the time.	Origin Use Academy	Find origins of words Use in real life Use for academic purposes	
Q.2 Answer to Q2: The way that I learned English growing up was never depending on school like ever I never really even liked English in my school because it was so strict and it wasn't really giving us many (much) space to converse (converse) with each other in English or really does teach us like general English, what general English should sound. So growing up, I never depended on school, I always watched movies and learned from movies and pop culture in general like. I always had more influence from that side rather than you know like from school.	Out-of-school Movies Pop culture	Practicing out of school Practice with movies, music clips and so on	

Q3 Answer to Q3: It is not really hard for me to stay focused whenever I learn something related to English because back then in high school I used to be the one who actually would solve all of my friends' homework because none of them would be interested in the English class so I'm the only one who would solve it. I really do enjoy you know like right I like solving questions related to English because I used to do all the homework for my friends.	Hard-worker	can focus and is a hard-worker	
Q4 Answer to Q4: I procrastinate a lot in my life so when you say 'like related to vocabulary', I do not procrastinate much when it comes to vocabulary because I don't find the need to actually like learn a lot of vocabulary even though I need to. I don't because it's more I don't find the need to learn a lot of new vocabulary. If I do, it is because it's mostly like related to academic studies. So I don't really procrastinate.	Academic studies	Academic studies motivate her to study	
Q5 Answer to Q5: I do, like sometimes I get bored easily unfortunately. I am like procrastinating and whenever I do get bored, I just like try to set a time like time management. I try to set a certain time where I'm like 'okay so you have like twenty minutes to learn all of this after that you will have a five-minute break or eat something. I eat a lot so I can stay focused.	Time planning	Set time limits	

Q6 Answer to Q6: Unfortunately, I live in a very loud household and I have siblings, my mom and my my father, so like, as soon as I get the time to get the house to be silent, I go to my living room because my room is so small and super crowded, I like having a clean environment, like a very big and clean environment around me. I really hate hectic environment when it comes to studying because I don't find comfort in them. I usually also like turn off my phone like I I don't use my phone at all. I give it to my sisters. like 'don't let me have it'. I am trying to complete this before I start studying. A new thing that I've been doing is that I have been going to this new café in my area because at home like I said it's very crowded and it's very loud and there are not a lot of people there in that café. So I really like how organized I feel and how I can smell the air or I can feel the air going back and forth like I feel like the area is so wide open and clean It is also a study café more than a socializing place.	Crowded family Tidy up room Phone off Change location	Crowded home environment Organizing the room and offing the phone and going to a café to study	
Q7 Answer to Q7: whenever I do (make) a mistake in vocabulary I feel very embarrassed. What I do is that like I usually try to find a way to learn the correct thing. When I don't understand something from the professor, I usually ask him to like rephrase what he says or ask him 'can you maybe simplify the question?' I feel sometimes also terrible at listening. I find it hard to know how can I explain it when I learn English so it's easier for me to follow the person on what they're saying like let's say reading were talking so I usually have to tell the teacher to repeat.	embarrassed Self-learn and correction Ask for Clarification/repetition	Feels negative of herself Makes individual efforts to learn Asks instructor for clarification/repetition	

ASUDE			
Answer to Q1: Actually no, I don't set goals but when I want to learn new vocabulary, I always use Quizlet for which I think is the best way for me.	No goals	No goals	Not setting vocab learning goals
Answer to Q2: I study with my friends, like racing. I play vocabulary games with my friends on Quizlet. I am racing with my friends. It is very beneficial for my learning process.	Study friends quizlet		Collaboration with others Digital vocab practice apps
Answer to Q3: No, I can't sustain my concentration. You know I couldn't pass the PTE exam because of vocabulary part. I think that that most of students know that it's the fundamental need for learning English but unfortunately I can't.	Can not concentrate	Lack of concentration	Lack of concentration
Answer to Q4: Actually, I always delay my duties, especially vocabulary part. I don't know why but I know it's importance but it doesn't work.	delay	Delays duties	Delays duties
Answer to Q5: First, I talk with my friends to motivate myself.	Talking to friends candles	Talking to friends for motivation	Help seeking, talking with friends for motivation

I'm obsessed with candles when I want to do something I light up candles and get my favorite coffee.	coffee	Lighting candles Drinking coffee	Environmental reg
Answer to Q6: I use candles. I always write my duties on a paper before I start studying but it sometimes works and sometimes doesn't work.	Candles Write duties	Lighting candles Write duties on paper	Environmental reg Goal setting / monitoring
Answer to Q7: My failures always give some advice for my study style, but it works only for two or three weeks. I try to wake up early to learn new vocabulary. I tired it. Actually it worked but I couldn't continue doing it.	Learn from failures Waking up early	Learns from failures Wakes up early to study vocab	Learning from mistakes and changing strategy Time management

BERFİN			
Answer to Q1: Ünite bazlı çalıştığım için ünitenin verdiği kelimeleri çalışıyorum. Sayısal bir hedefim yok. Günlük ünite de işlediğimiz kelimeleri çalışıyorum. Başka herhangi bir hedef oluşturmuyorum.	Unit goals	Unit goals	Unit goals
Answer to Q2: Yeniden yazmayı yapıyorum. Kelime defterim var. Onun haricinde izlediğim dizilerde çalıştığım kelimeleri duymak, altyazıyı takip etmek iyi oluyor ama kelime çalışmak için dizi izlemiyorum. Yapmayı planladığım ama yapmadığım şey var. Yeni kelimeleri kullanarak metinler yazmak. Ama şimdilik sadece kelimenin Türkçe karşılığını yazıyorum bir de cümle içinde kullanıyorum.	Rewriting Vocab notebook Tr definition Use in sentence	Rewriting words Keeping notes Using words in sentence	Active learning strategies transfer
Answer to Q3: Bilgisayar üzerinde çalışırken odaklanmakta pek sorun yaşamıyorum. Sekmeleri kapatıyorum. Ama telefon üzerinde kelime çalışması yapıyorsam asla odaklanamıyorum. Hiçbir şekilde. Mesajlar geliyor bildirimler geliyor.	Close browser tabs Fruitless on phone	Controls distractions	(MC) Concentration strategies
Answer to Q4: Ertelemenin üstesinden gelemiyorum. Hatta ertelemek istiyorsam hemen erteliyorum. Ama şöyle ki, ikinci ertelemeyi yapmıyorum. Erteleme ile ilgili bir psikolojik destek aldım. Sonuç odaklı yaklaşırsam çok fazla erteleme yapmıyorum. İşin sonunda bir şey	Delays Delay therapy Result/goal-oriented	Can't cope with delaying Social cues motivates	

elde edeceğim için çok fazla ertelemiyorum. Ayrıca arkadaşlarımla İngilizce paylaşımlarını görünce motive oluyorum. Birilerinin yaptığını benim yapamadığımı görünce sinirleniyorum. Paylaşımların bir kısmını anlıyorsam biraz daha çalışırsam geri kalanını da anlayabileceğimi düşünüyorum.	Likes when friends post in English		
Answer to Q5: Sıkıntılı ruh halimi kontrol edemiyorum. Eğer üzgünsem, sinirliysen, depresifsem, onu aşmadan oturup çalışamıyorum. Bunu aşmak için suluboya yapmaya başladım.	Feelings block Water paint	Emotions are barriers to study	Emotional control strategies
Answer to Q6: Çalışma ortamımı düzenliyorum. Odam dağınık olduğunda odaklanmıyorum. Sessiz değilse gürültü, TV sesi, telefon sesi varsa çalışamıyorum. Bu yüzden kütüphaneleri tercih ederdim korona öncesi. Şimdi evi o hale getirmeye çalışıyorum.	Tidy up study room Noise problem Library	Study environment change	
Answer to Q7: Başarı insanı çalışırken motive ediyor. Bir kelime sınavında on sorudan üç yanılsım varsa o üç yanıls dönp bakıyorum sınavdan sonra. Neden yapamadım diye bakıyorum. Ama yanlış cevap sayım çoksa hiçbir yanılsıma bakmıyorum. Çünkü bu beni demotive ediyor.	Check mistakes if few, post-exams	revision	

BETÜL			
Answer to Q1: Aslında bu genel olarak sadece kelime öğreniminde değil çok plansız ve hedefsiz bir insanım. Bu benim aşmam gereken bir özelliğim. Çünkü bunun ne kadar önemli olduğunun farkındayım. Şu kadar sürede şu kadar kelime öğreneceğim gibi bir şeyim yok. Ama mesela o hafta içinde öğreneceğimiz kelimeleri konuya hâkim olacak seviyede öğreneceğim diyorum. Kısa vadeli hedefler diyebiliriz yani. Hani bugün şu kadar şunu hepsini öğreneceğim ya da ne bileyim o tarz bir şeyim yok.	No goals in general Unit goals only	No goals	
Answer to Q2: Böyle ergen kızların okuduğu bir kitap okuma platformu vardı. Bu platformda İngilizce hikâyeler vardı Ben onları yazarlarından izin alıp çevirmeye başladım. Edebi değil günlük gibi, şunu yaptım oraya gittim bunu yaptım gibi hikâyeler. Bu benim için çok faydalı oldu çünkü benim de ihtiyacım olan oydu zaten bende o seviyede konuşmak istiyordum. Hani fark ettim ki böyle çevirdikçe ve çok da zor gelmişti ama bırakmadım çevirmeye çalışmayı. Çeviri yaparken bir şekilde okuma yapmış oldum. Hem okudum hem çevirdim yazdım. Yazarken de aklımda kaldı ama kelimeleri özellikle not almadım. Bir de müziğe çok ilgilim	Tr-eng story/music translation Watching tv series	Translation Real English through entertainment	

var. İngilizce şarkılar çevirmeye başladım. Youtube kanalı açtım ve İngilizce şarkıları çevirdim. Ben anlamayı çok seviyorum. O yüzden şarkıları da çevirip anlamaya çalıştım. Çünkü duyguları da anlamak hoşuma gidiyor. Yani şarkı dinlemek çok faydalı oldu. Ayrıca Doctor Who dizisini izledim tamamen eğlence için. Sekiz sezon falan izledim. Bu diziyi izlemenin de kelime dağarcığıma katkısı olduğunu düşünüyorum. Tüm bunları yaparken kelimeleri not almasam bile çok faydalandım.			
Answer to Q3: Şimdi şöyle. Aslında ben tamamen kendimi dile maruz bırakarak öğrenmeye çalışıyorum. Çok ders çalışarak değil. Eğlenerek öğrenmeye çalışıyorum. Ama tabii ki bir de sınav diye bir gerçek var. Beni masa başında tutan şey quizler sınavlar oluyor. Sınavlar olmasa ben hiç oturup kelime çalışmam. Sınav dönemlerinde şey keşfettim. Nasıl öğreniyorum? Yazarak öğreniyorum. Yazmam lazım. Farklı renkli kalem kullanıyorum kelimeleri yazarken. Ama yine de bir yandan yabancı dilde haberleri açıyorum. Duyduğum şey de İngilizce oluyor, yazdığım şey de. Bu beni çek konsantre tutuyor. Çok kolay	Learning through entertainment Quiz/test-driven By writing colourful pencils News in Eng	Real English through entertainment Tests drive studying Motivation Out-of-class English	

odaklanabiliyorum bu sayede. Dikkatimi bozacak bir şey kalmıyor.			
Answer to Q4: Şöyle oluyor. Sınav için kelime çalışırken kelimeleri yazıyorum demiştim. Ama o yazdığım kelimeler orada kalıyor. Geri dönüp bakmıyorum. Çünkü gerek duymuyorum pek. Kelimeleri cümle içinde kullandığım için veya kısa metinler yazdığım için kelimelere sonradan bakmıyorum.	Not revising words	Lack of revision strategy	
Answer to Q5: Bu çok zor bir soru çünkü ben hiç böyle negatif bir ruh haline bürünebilen bir insan değilim. Dil öğrenmek bana eğlenceli geliyor. Sınav olsa bile bana eğlenceli geliyor. O kadar seviyorum. O yüzden hiç strese girmedim ‘bu kelimeleri nasıl öğreneceğim’ diye. Hiç böyle negatif bir duygum olmadı. Ama şey oldu mesela. Bazı İngilizce sosyal etkinliklere katıldım. İngilizce münazara. Münazara yaparken ‘demilitarization’ kelimesini telaffuz edemedim. Orada çok utandım. Streslendim. Ama yine de konuşmaya devam ettim. Rezil olsam bile konuşacağım dedim.	Positive personality keeps up English medium activities		
Answer to Q6: Çalışma ortamımı değiştirmek gibi bir çabam yok. Maalesef şey yapamıyorum. Genelde dikkatim dağınıktır ve dikkatimi toplamak için uğraşmam. Çünkü	No environmental change Lots of tabs on Changes room		

hoşuma gidiyor bilgisayarda 500 tane sekme olması falan. Belki beni geriye düşürüyordur, bilmiyorum. Bazen çok rahatsız olduğumda, gerçekten odaklanmam gerektiğinde şey yapıyorum mesela. Çalışma ortamımı değiştiriyorum. Hep odamda kalınca çok sıkılıyorum. O yüzden salona gidiyorum. Orada benim bir köşem var. Koltuğuna oturuyorum. Ev içinde mekan değiştirerek yapıyorum bunu. Hani böyle daha farklı yerlerde daha çok odaklanabiliyorum. Beni odaklı tutan diğer şey de önceki soruda dediğim gibi. Dinlediğim ve yaptığım şeyin aynı dilde olması. Bu şekilde zihnim dağılmaz ama bu ikisinin haricinde başka bir şey yapmıyorum. Aslında bir de arkadaşımınla anlaşp kendi kendimize küçük ödüller veriyoruz. Mesela şu kelimeleri çalışırsam akşam film izleyeceğim. Bunu da yaptığım oluyor.			
Answer to Q7: Hocaya sormak aslında hep aklıma geliyor am sormuyorum. Sonradan bir yerde karşıma çıkınca keşke hocaya sorsaymışım diyorum. Ama hoca yanılsımı düzeltince mesela bir dah asla doğru okunuşu unutmuyorum. Kendimi çok kabullendim aslında. O yüzden hatalarımı düzeltme yoluna pek gitmiyorum.	Not seeking help from teacher		

EBUBEKİR			
Answer to Q1: Benim dil öğrenme sürecim biraz sancılı geçti çünkü İngilizceden nefret eden bir insandım. Ama Allaha şükür prep schoolda bunu atlattık. Şöyle bir metot izliyorum. Önce bir temel şeyler vardır ya basic ve simple kelimeler, fiiller vardır, isimler vardır. Bunları ilk etapta ezberlemeye çalışıyorum çünkü bunları ezberlemesi çok daha kolay oluyor. Hafta içi mesela temelleri attıktan sonra işte diyelim ki haftasonu veya boş günlerde işte örnek vereyim eve dair kelimeleri ezberleyeceğim. Belli bir konuya dair kelime grubunu ezberleyeceğim. Çünkü ilk etapta bunları ezberlemek somut oldukları için çok daha kolay ve rahat oluyor. 10 tane renk varsa 20 tanesi varsa bunları çok daha rahat ezberleyebiliyorum ya da bunu yaparken şöyle bir yol izliyorum. Biraz daha ilerledikten sonra temel kısmı aldığım için bir kelime açlığı oluyor. Yine bir yerde bir boşluk kalıyordu. Normal öğrenim dışında mesela okuma yapıyorum. Bir de okuma yaparken alıyordum stage 4 stage 5 kitabı okurken o sayfada bilmediğim kelime neyse onu hemen yazıyorum kenara veya böyle anlık hatırlayamadığım da olursa.	Memorizing function words Vocab themes Vocab note taking		

Answer to Q2: Benim genelde yaptığım temel şeylerden birisi kelimeleri tekrar yazmak en azından işte belli bir miktarda. 10 kere 12 kere, kelimeye göre değişebiliyor. Benim kavrama sürecime göre de. Bunu yapmamın sebebi kelimenin yazımını doğru öğrenmek. Doğru yapmaya çalışıyorum. Bu sebepten ötürü sürekli bir yazım olayı var. Onun dışında da bazen kelimeye göre aslında bazen değil genelde ben kelimeye göre de yol haritasını çiziyor. te. Video izledim. Filmler izledim. Baktım olmuyor bu sefer garip metaforlar ve bağlar bağlamlar falan oluştuyorum kendimce. Bazen ezber yaparken normal metotla başlıyorum dediğim bu işte tekrar etme ve yazmayı da o esnada ikinci bir metodu da ekliyorum. Çünkü tek yolla olmuyor. Merakımın olduğu konulardan duyduğum kelimeleri tak diye alabiliyorum mesela. Bir kelimeyi farklı cümlelerde görmek de iyi olabiliyor.	Rewriting		
Answer to Q3: Genelde odaklanma konusunda bir sorun yaşamıyorum. Evet, bir sorun olmuyor. Şöyle oluyor. Demin de söylediğim gibi tek bir metoda bağlı kalmıyorum. Odak noktamı dağıtmaması için böyle farklı yolları bazen birleştiriyorum. Tamam. Yazmayla	Day time selecting for study Storification Tried and quit		

başlıyorum ama kelimeye göre ikinci üçüncü yolu deniyorum. Bir de öğrenirken onu biraz daha eğlenceli hale getiriyorum. Yeni kelimeleri kullanarak aklımda çok kısa hikâyeler yaratıyorum. Bazen şu da oluyor. Odak noktam dağılıyor, tekrar et et, et olmuyor ve işte kelime ezberlemek nankör bir sistem. Bir süre sonra unutabiliyorsunuz. Baktım ki gitmiyor, o zaman şey yapalım. Aşırı şekilde dağılırsa odak noktam o gün çalışmayı bırakıyorum. Sabah bırakıyorum, akşam bakıyorum. O gün de olmazsa başka bir işe geçiyorum.			
Answer to Q4: Erteleme olayı bende bir çok defa olmuştur. Oluyor. Hatta bende defalarca oldu. Şöyle ki şimdi liste geliyor elimize. Burada şöyle bir olumsuzluk oluyor: Eğer o kelimeye kulağım aşına ise okuduğumda biliyormuşum gibi geliyor. Biliyormuş gibi hissediyorsunuz. Hoca Pazartesi günü veriyor Cumaya hazırlanmamız için. Ben Perşembe günü yaparım ya diyorum. Perşembe günü çalışmaya başladığımda aslında sadece bazı kelimelere aşına olduğumu fark ediyorum. Çoğunu bilmediğimi görüyorum. Bugün kafam	Delays Memorizing		

güzel değil falan derken son güne kalıyor. Baktım ki olmuyor, bırakıyorum çalışmayı. Ama şöyle bir şey de var. Eğer aşına olmadığım kelime grubu varsa listede bu daha sağlıklı oluyor. Çünkü herhangi bir önyargıyla yaklaşmıyorum. Bakıyorum. Kısa olanlardan öz olanlardan daha hızlı ezberleyebileceğimi düşündüklerimden yayıyorum. İki tane üç tane veya bir gün oturup komple ezberliyorum.			
Answer to Q5: Eğer gerçekten kötü hissediyorsam kendimi fazla zorlamıyorum. Bazen işi eğlenceli hale getirmeye çalışıyorum. Baktım ki ezber işi gitmiyor, arkadaşlarla muhabbet ediyorum bazen. Bazen dili kolay bir İngilizce film veya dizi açıp izliyorum. Hem kafam başka yere gitmiş oluyor hem kulak aşinalığı olmuş oluyor. Bazen gerçekten de kötü hissediyorsam çalışmaya hiç başlamıyorum bile. Yarım bırakmaktansa hiç başlamamayı tercih ediyorum.	Free time, no stress Beginner movies, series Delaying for a better time		
Answer to Q6: Evet şöyle kelime öğrenirken mümkün olabildiğince sade, yalın ve sessiz bir ortam olmasını tercih etmeye çalışıyorum. Mesela şu anda mesela masanın üstüne işte benim bir iki tane mitinge katılacağım sizden görüşmeden sonra işte ajandam var burada kablolar	Silence, simplicity Changing room Tidy up table		

falan gidip geliyor. Ama kelime ezberi yapacaksan mesela ya masamı deęiřtiriyorum, başka masaya geçiyorum ya da bu masayı komple temizliyorum ki gözümün önünde dikkatimi dağıtacak eşyalar olmasın. İşte dięer araç gereçlerin gözümün önünde olmasını istemem. Ezberleyeceğim kelime grubu ev eşyalarıyla alakalı ise gidip o eşyaları görerek ezberliyorum. Bunu elementary seviyesinde yapıyordum.			
Answer to Q7: Arkadařlarla sınav çıkışında sınavda çıkan kelimeler hakkında hep konuşuyoruz zaten. Ama mesela 10 soruluk bir kelime sınavında hepsini yanlış yapmışsam hepsine bakmıyorum. Sadece önceden aşına olduğum kelimelere bakıyorum. Gerisine bakmıyorum. Belki yanlış yapıyorum evet ama tüm yanlışlarıma bakmıyorum.	Evaluation with friends after test		

ESMA			
Answer to Q1: Dönemsel olarak hedef koyuyorum diyebilirim. İlk hedefim bize derslerde verilen kelimeleri öğrenmek oluyor. Onun dışında da kendimce öğrenmek istediğim kelimler için hedefler koyduğum oluyor. Günde 5 kelime öğrenmek için çalışıyorum. Quizletten çok faydalaniyorum. Okuduğum textlerdeki kelimeleri Quizlete yazıyorum. Oradan çalışıyorum.	Unit goals Quizlet lists		
Answer to Q2: Öncelikle, tekrar yazmayı ben çok kullanıyorum. Ayrıca cümle içinde kullanmadan da faydalaniyorum. Yeni öğrendiğimiz kelimeleri essaylerde filan özellikle kullanmaya çalışıyorum. İlk soruda dediğim gibi Quizleti çok sık kullanıyorum. Tekrar ederek pekiştirmemi sağlıyor. Okuma yapmak sanırım en önemli şeylerden biri. Okuduğum zaman o esnada kelimenin anlamına bakamasam bile contextten çıkarmaya çalışıyorum. Sonrasında sözlükten anlamına bakınca çok daha iyi öğrenmiş oluyorum.	Rewriting In-sentence use Using in essays Context cues Dictionary look-up		
Answer to Q3: Hocam, benim konsantrasyonum çok hızlı dağılır. Odaklanma sorunum var yani. Bu yüzden daha çok küçük hedefler kurmaya çalışıyorum. Yani kısa süreli, 5 dakika 10 dakikalık hedeflerim oluyor. Bu yüzden de sıkılmamış oluyorum yani kısa kısa hedefler,	Lack of focus Short-term goals free reading, watching helps		

küçük hedefler koyuyorum gün içinde. Bununla ilgili de ya da işte biraz daha aktif değil de inaktif bir şekilde okuma yaparak bir şey izleyerek öğrendiğim zaman pek fazla sıkılmıyorum.			
Answer to Q4: Bu konuda çok başarılıyım diyemem ama bununla nasıl başa çıkmaya çalışıyorum sorusuna cevap verecek olursam yine bu bir önceki soruyla biraz benzer olacak. Hani sıkıcı bir şekilde yapmamak, bunu zaten yapacağım bir işin bir parçası haline getirmek, okuma yaparken zaten yapmam gereken bir okuma var ders için o sırada hemen not almak kelimeleri, ya da uygulamaları applicationları ben çok kullanıyorum. Kullandığım kelime öğrenme uygulamalarının bana reminder göndermesi de ertelemeyi engelliyor.	Vocab apps and reminders		
Answer to Q5: Çok stres yaptığımı hatırlamıyorum. Sıkılma durumu olabiliyor ama çok stres yapmıyorum. Kelime ezberi yapmaya çalıştığım zaman motamot çok sıkılabiliyorum. Bırakıyorum ezberi hatta hiç başlamıyorum bile. Bu yüzden, kelime çalışma yöntemlerimi değiştirdim. Daha pratik kullanabileceğim yöntemlerle çalışmayı yeğliyorum. Kendimi ödüllendirme yöntemini de kullanıyorum bu işi yaptıktan sonra bir film izleyeceğim veya	Mini rewards		

dışarı çıkıp gezeceğim diyorum.			
Answer to Q6: Masamı kesinlikle boşaltıyorum. Masam boş olur. Sadece o an kullanacağım materyaller olur. Bunun dışında mutlaka enstrümantal müzik dinlerim kelime çalışırken. Sözlük için telefonumu kullanırken de diğer uygulamalardan gelen reminderları kapatırım. Bu şekilde daha iyi odaklanma sağlıyorum.	Tidy-up table Instrumental music		
Answer to Q7: Dil öğrenme sürecimle ilgili hep düşündüm. Neyi daha iyi yapabilirim, neyi yanlış yaptım diye hep düşünmüşümdür. İlk zamanlarda kelimeleri bağlamdan kopararak sadece karşlarına anlamını yazarak ezberlemeye çalışmışım. Ve bunun yanlış olduğunu sonradan fark ettim. Farklı anlamalara gelebiliyor çünkü. Çünkü her bağlama uymayabiliyor. İkinci olarak da bir kelimeyi öğrenir öğrenmez kullanmaya çalışmazsam sonradan unutmaya başlayabiliyorum. Bu yüzden kelime öğrenirken contextlerini kontrol ediyorum ve öğrenir öğrenmez kullanmaya çalışıyorum artık.	Reflecting good/bad practices Out-of-context vocab learning		

FATIMA			
Answer to Q1: Her öğrenci gibi benim de hedeflerim var açıkçası Şu an bir eğitim sürecinde olduğumuz için genel olarak kur bazlı kelime ezberlemeye çalışıyorum. Sayı olarak değil de hocalar bize ne kadar kelime veriyorsa onları öğrenmeye çalışıyorum. Artı olarak mesela bir İngilizin günlük hayatta sık kullandığı kelimeleri de öğrenmeye çalışıyorum.	Unit goals		
Answer to Q2: Ben şu ana kadar dört farklı teknik kullandım kelime öğrenirken. İnternette Quizlet'i kullanıyorum. İkinci olarak not almayı çok kullanıyorum. Kelimelerin farklı hallerini yazıyorum. Sonra o kelimeyi hatırlamaya çalışırken kelimenin farklı hallerini de hatırlamaya çalışıyorum. Kelimelerin söylenişini hissetmeye çalışıyorum. Mesela 'huge' kelimesini öğrenirken tonlamasını abartılı yapınca daha iyi aklımda alıyor. Son olarak da akran yardımı almıştım. Ama onun çok faydası olmamıştı çünkü akranımın telaffuzu çok iyi değildi. O yüzden çok şey öğrenemedim akranımdan.	Quizlet Note taking Word forms		
Answer to Q3: Benim en çok zırladığım şey konsatrasyon. Bir şeye çok uzun odaklanamıyorum. Kendimi tam olarak veremiyorum. Artık şöyle yapıyorum. Zaman odaklı	Short-term goals		

çalışıyorum. Önceden kısa bir süre belirliyorum. Mesela Quizlette kelime çalışacaksam kendime 15-20 dakika veriyorum. O süre boyunca başka hiçbir şeyle uğraşmamaya çalışıyorum.			
Answer to Q4: Bu benim için gerçekten çok zor bir süreç. Çünkü benim hayatımda erteleme gerçekten bir hastalık gibi. Ama sınav zamanı geldiğinde normal zamanlarda çalışmadığım ertelediğim kelimeleri sınav gününden bir iki gün önce çalışıyorum. Ama erteleme sorunumu kesinlikle çözemiyorum maalesef.	Delay		
Answer to Q5: Stres altındayken bazen baş edebiliyorum bazen baş edemiyorum. O zamanki ruh halimle alakalı daha çok. Bazen kelimelerin spellingini yapabilirken telaffuzunu yapamıyorum veya tam tersi. Böyle durumlarda sinir oluyorum. Pek kolay olmuyor.	Under-stress		
Answer to Q6: Evet. Ben de şöyle bir şey var. Mesela çalışmadan önce odamdaki bir yeri düzenlenmezsem odağım oraya gidiyor. Hem zaman olsun hem mekân olsun kendimi düzenlemeye çalışıyorum. Etrafı düzenliyorum. Sabah erken saatlerde veya akşam uyumadan önce çalışınca kelimeler sanki daha çok aklımda kalıyor.	Tidy up room Day time selection		

Answer to Q7: Kelime öğrenme sürecim üzerine düşünüyorum. Çünkü bir sınava girdiğimizde eğer bir hatam, yanlışım varsa onu görüyorum zaten. Diyorum ki ‘sen bu kelimeyi öğrenmişsin tamam ama sen bu kelimenin nasıl kullanabileceğini tam olarak öğrenememişsin.’ Mesela bir fiili bir yerde kullanabiliyorsun ama o kelimenin isim halini sıfat halini öğrenememişsin. Sonra dönüp doğru kullanımına bakıyorum ve sonra da kendim deniyorum yapmayı. Tabii bunu her zaman yapamıyorum. Sebebiyse erteleme hastalığım. Erteliyorum ve yapmıyorum.	Mini reflection after test		
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HANDE			
Answer to Q1: Kendime şu kadar sürede şu kadar kelime öğreneceğim gibi hedefler koymuyorum. Ancak şu var. Vakit ve kelime sayısı orantısına göre bu değişiyor yani. Mesela eğer ben bir sınava gireceksem ya da bir metin okuyup metinle alakalı bir ödev yapacaksam o metnin son tarihine veya sınav gününe kadar o kelimeleri ezberlemeyi hedefliyorum. Yani sınav veya task odaklı hedefim oluyor.	No goals Unit/assignment-driven		
Answer to Q2: İlk başlarda sadece kelimenin İngilizce ve Türkçesini yazıyordum. Sonradan tekrar ederim diye böyle yapıyordum. Ama maalesef geri dönüp bakmıyordum. Bu pek işe yaramadım. Sonrasında stickerlar hazırladım. Gözümün önünde dursun diye. Bunlar da bir müddet sonra aşinalık oluştu ve yeni şeyler öğrenmediğimi hissettim. O yüzden ondan da vazgeçtim. Sonrasında ise kelimeyi yazdım part of speechini yazdım. Sonra cümle içinde kullandım, sonra farklı hallerini yazdım, zıt anlamlısını yazdım. Sonra bu kelime en çok hangi tamlamalarda kullanılıyor, tamlamalarını da yazdım. Bu çok vakit alıyordu ama çok eğlenceli oldu. Çok vakit aldığı için uzun süre devam ettiremedim bunu. Başka bir teknik de kelimenin	Tried methods and quit Joy of learning	Self-efficacy	

anlamını hissetmeye çalışarak öğrenmeye çalıştım. Pain kelimesini hissettim. İrritate kelimesini öğrenirken kardeşime sinir olduğum anları hissederek öğrenmeye çalıştım. Dizi izlemeyi de denedim ama pek faydası olduğunu düşünmüyorum. Bir kelimenin anlamın birden fazla sözlüğe bakmanın çok faydasını gördüm. Çünkü farklı bağlamlar görebiliyorum. Haz almanın da bende olumlu etkisi olduğunu düşünüyorum. Bir şey dinlerken onu anladığımın farkına varınca çok sevindim ve şaşardım ve bu beni çok motive etti. Sanki hep o hazzın peşinde koşmak istiyorum.			
Answer to Q3: Konsantrasyonumu uzun süreli sağlayabilen tutabilen bir insan değilim. Eğer kelimeleri bir hikâye bağlamında ezberlemeye çalışıyorsan o zaman konsantrasyonumu sağlayabiliyorum. O anda bir haz alıyorsam istek duyuyorsam konsantrasyonum da devam edebiliyor. O noktada doyum önemli benim için.	Lack of focus		
Answer to Q4: Yani şöyle ertelemenin üstesinden gelemiyorum maalesef. Ama bazen iki durumda üstesinden gelebiliyorum. Bir, kendi üstündeki sorumluluk hissettiğim zaman. İkincisi de o anki doyum hali. Bu ikisi varsa ertelemiyorum. O an hemen saat kaç olursa	Responsibility, expectations of others Satisfaction delay		

olsun. Belki daha önemli işlerimi bırakıp direkt oraya yönelebiliyorum ama sorumluluk duygusunu üstümde hissetmediğim zaman ya da o anda çok bir doyum hissetmiyorsam zihinsel olarak ertelerim.			
Answer to Q5: İlk başlarda sıkıntılı ruh halimi kontrol edemiyordum ki hala zaman zaman edemediğim oluyor. Hatta çok sıklıkla oluyor. Bu kadar kelimeyi kim ezberleyecek ya? Nasıl ezberleyeceğim çok birikti diyorum. Sonra şeyi düşünüyorum yani. Eğer kelimeler bir denizse benim o denizi geçmem için evvela bir adım atmam lazım. Evet, belki ben o denizi geçemem ama en azından ayağım bir ıslanır. Hani o denizi geçirmek için de benim ayağım ıslatmam lazım diyorum. Bu şekilde tekrarlıyorum. Olumsuzluk devam ediyorsa dünyanın sonu değil diyorum, Dil öğrenmek bir süreç. Şu anda belki beş kelime değil üç kelime öğreneceksin ama en azından bu üç kelimeyi öğren diyorum kendi kendime.	Small steps		
Answer to Q6: Evet, çalışma ortamımı düzenliyorum. Masamı düz bir duvara almam beni olumlu etkiliyor. Kitapları görecektir şekilde konumlandırıyorum masamı. Beni motive ediyor. Sade bir ortamda düz bir duvara bakınca da iyi çalışabiliyorum. Işıksız bir ortamda çalışmak	Env change Bright, neat Music at night		

beni çok olumsuz etkiliyor. Işık önemli. Müziğin üstümde farklı etkileri olabiliyor. Gece çalışırken müzik olumlu etki ediyorken gündüz ise tam tersi odaklanmamı bozuyor.			
Answer to Q7: Her sınavdan sonra arkadaşlarla bir sınav kritiği yapıyoruz. Cevap anahtarını kontrol ediyorum. Benim en büyük yanlışlarım spelling hatalarım. Onun üstesinden gelmek için yazarak çalışmayı denedim ama vaktin darlığı ve telaş verimli çalışmamı olumsuz etkiliyor. Bu yüzden spelling hatalarımın farkına varsam bile düzeltemiyorum. Kendime kısa süreli çalışma hedefleri koysam verimli olabiliyor aslında. Ama full time öğrencilik yaptığım için tüm günü çalışmaya ayırıyorum. Bu yüzden çalışmayı ertelemeye müsait oluyorum maalesef.	Check with friends after test AK check		

ELİF			
Answer to Q1: Ben çalışırken Quizletten çalışıyorum. Mesela 50 tane öğreneyim sonra mola vereceğim diyorum. Anlık oluyor yani. Pek bir hedef koyduğum söylenemez.	Lack of goals Quizlet number goals		
Answer to Q2: Arkadaşlarla çalıştığımda daha iyi oluyor. Kelimeyi yanlış biliyorsam arkadaşım düzeltince daha iyi anlıyorum. Bazen yüz defa bakmama rağmen aklıma girmeyen kelimeler oluyor. Tanıdık geliyor ama hatırlayamıyorum. Bilmiyorum yani. Gördüğüm anda sözlüğe bakıyorum. Ama sonra hatırlamıyorum. Tekrar etmiyorum çünkü sanırım.	Collaboration with friends Peer correction Lack of practice		
Answer to Q3: Ben tam olarak odaklanamıyorum çalışırken. Ama mesela kendime bir ödül koyarsam film izleyeceğim gibi veya az sayıda ezberleyeceğim dersem o zaman konsantre olabiliyorum. Boş vakit geçireceğim diyorum çalışma sonunda. Bunu ödül gibi görüyorum.	Mini goals Free time, film,	Rewards	
Answer to Q4: Ben her zaman erteliyorum. Son güne bırakıyorum her şeyi. İşi yapmak zorunda kaldığım zaman yapıyorum. İlk günlerde yapacağımdan daha güzel olduğunu düşünüyorum.	delays		
Answer to Q5: Genel olarak sıkılıyorum. O yüzden bazen müzik açıyorum. O şekilde yapıyorum.	music	Listens to music	entertainment

Answer to Q6: Etraf dağınık olduğunda hiçbir şekilde odaklanamıyorum. Odamı düzenliyorum.	Tidy up room		Env regulation
Answer to Q7: Ben genel olarak öğrenme sürecim hakkında düşünmüyorum ama dediğim gibi bazı kelimeler bir türlü aklıma gelmiyor ama neden böyle olduğu hakkında hiç düşünmüyorum. Hocalara da sormuyorum.	No reflection, no teacher help-seeking		

FATMA BETÜL			
Answer to Q1: Hedef belirlemeyi hazırlık mantığı ile gittiğimiz için hocalarımız belirliyor ve biz onların hedefleri üzerinden gidiyoruz. Ama onun dışında ben İngilizcede artı bir çaba göstermeye çalıştım. Haftalık mesela ezberlediğimiz kelimeler var. Onun dışında da şey oluyor. Mesela ben günlük beş on tane ayrıca akademik kelime ezberleme hedefi koyuyorum ama bunu ilk zamanlarda koymuyordum çünkü ilk zamanlarda zaten çok hızlı ezber yapamıyoruz. Belki yani ben kendi adıma çok hızlı ezber yapamadım, zorlandım ilk başlarda. Ama sonra intermediate seviyesine geldiğimizde artık böyle hedefler koyup sonra onlarla ilgili günlük cümleler yazmaya başladım. Çünkü hocamız da daha iyi olacağını söylüyordu. Bu cümleleri hocama kontrol ettiriyorum. Bana verdiği şeylere uydum yani onu yapmaya çalıştım ama her hafta yaptım. Çünkü gerçekten yapmayınca çok geride kaldığının farkında oluyordum.	Unit/teacher goals Word goals In-sentence use Teacher feedback		
Answer to Q2: Bence bir öğrenci tüm kelime öğrenme yöntemlerini kullanmalı. Zaten hepsini yapman gerekiyor. Yani çoğunu yapman gerekiyor. Çünkü sadece birini yapınca	Quizlet Try various methods Mobile apps Movies, Netflix		

sıkılabiliyorsun veya işe yaramayabiliyor. Benim en çok kullandığım yöntem Quizlet üzerinden çalışmak. Telefonumda da bir uygulama vardı telefonu açınca bir tane kelime çıkıyor onu görmeden devam edemiyorsun. Mesela bu da yararlı oluyor. Bence kelime öğrenirken film izlemek aşırı etkili ve ben onu çok fazla kullanıyorum. Mesela Netflix’te de var. İngilizce altyazıya tıklayınca anlamını görebiliyoruz. Bir eklenti indirmek gerekiyor onun için. Hem film izleyip zevk alıyorsun hem de keklime öğreniyorsun. Elementary’deyken Oxford sözlük almıştım. Pek kullanmıyordum ama seviyem ilerledikçe o sözlükten çalıştığımda çok faydalı olduğunu gördüm. Özellikle bilgisayarın internetin olmadığı yerlerde çok işe yarıyor. Örnek cümleler de içerdiği için Oxford sözlüğü çok iyi. Öte yandan kelimeleri yeniden yazmayı hemen hemen hiç kullanmadım. Pek işe yaramadığını düşünüyorum motamot yazmanın. Kullandığım başka bir yöntem de şu. Arkadaşlarımla hızlı bir şekilde kelimenin İngilizcesini soruyorsun Türkçesini cevaplıyor, Türkçesini soruyorsun İngilizcesini söylüyor. Bu da çok iyi oluyor. Ayrıca mesela çok kısa süre içinde maksimum	Dictionary Vocab games with friends		
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sayıda kelime ezberleme işi de iyi oluyor. Mesela üç dakika içinde ne kadar çok kelime öğrenebiliyorsun yarışması gibi. Evdeyken objelere kelime yüklemesi yapmak da ilginç bir yöntem. Zihninden perdeye birkaç kelime yüklüyorsun haliya birkaç kelime yüklüyorsun ve her o objeye baktığında o kelimeleri hatırlıyorsun.			
Answer to Q3: Konsantrasyonumu sürdürebiliyorum çünkü benim için en çok zevk aldığım şey kelime öğrenmek. Çünkü kelimenin işe yaradığını görmek konsantrasyonu sürdürmene yardımcı oluyor. Ben bunlara çalıştığımda konuşurken etkili olacak, bir şeyleri anlarken etkili olacak. O yüzden çok hoşuma gidiyor. Bunu yaparken de mesela kelime ezberlerken ritimli bir şekilde okuyabiliyordum. Şarkıya çevirir gibi. Konsantrasyonum kaybolmuyor yani.	Using words gives concentration		
Answer to Q4: Ertelemeyle alakalı... Bu biraz şey. Ruh halime de bağlı. İşte o hafta yoğun muyum değil miyim? Nasıl gidiyor ezberlerim? İyi mi? Bir de mesela bence bu biraz şey ile de alakalı. Eğer öğrendiklerimi kullanamıyorsam bu beni biraz işte geriye çekiyor ve ertelemeye devam etmeme neden olabiliyor. Yani mesela bir kelime ezberledim ama o hafta	Day time selection Goals with friends		

hiç kullanamadım. Sonra işte ya zaten o kadar da ihtiyacım olmuyor mu gibisinden düşünüp erteleyebilirim. Günlük planımı yaparken en verimli saatimi ayarlamaya çalışıyorum. Çünkü sabah kalktığımda kelime ezberimi daha iyi yapıyorsam o zaman kalkıyorum. Ama pek iyi hissetmiyorsam daha verimli ve rahat hissedebileceğim zamana koyabiliyorum çalışmayı. Bazen de arkadaşlarımla bir çalışma hedefi koyup, mesela elli kelime ezberleyeceğiz gibi, erteleme nin üstesinden geliyorum.			
Answer to Q5: Yani şöyle. Zaten ben kelime ezberlerken çok zevk aldığım için yani olumsuz ruh halim çok fazla olmuyor. Çünkü biraz şey olumsuzluğumuzu düzeltmek de bizim elimizde. Kelime öğrenmeyi bir ödev gibi değil de kendim için yapacağım bunu ve kendime fayda sağlayacak diye bakacak olursak hiçbir olumsuzluk hissetmiyorsun. Bu da ilk baştan mantaliteni ayarlamakla ilgili bence. Eğer çok kötü hissediyorsam da yöntemimi değiştiriyorum. İçten gelen bir isteğim oluyor genelde çükü direkt karşılığını aldığım bir şey. Çünkü kullanıyorum ben kelimeleri konuşurken dinlerken okurken ve haz alıyorum bundan.	Joy of learning		
Answer to Q6: Yani. Evet, kesinlikle düzenliyorum çalışma ortamımı. Hatta şey de	Study setting tidy up Room change		

diyebilirim. Yani direkt ortamımı da değiştiriyorum. Genelde çok düzenli olmayabiliyorum ama çışırken masam derli toplu olmalı. En fazla bir tane defter bulunabilir, bir kalem ve suyum olabilir. Düzenli olmak çok önemli zaten. Sade olması lazım ortamın. Ayrıca bir yerde çok fazla çalıştıktan sonra canım sıkılabiliyor. Bu tür durumlarda oda değiştiriyorum. Sessiz olması önemli bulunduğum ortamın.	silence		
Answer to Q7: Hani aslında dönüp bakmıyorum gibi geliyor ama farkında olmadan yapıyormuşum gibi de geliyor çünkü devamlı bir öğrenme süreci içinde olduğum için devamlı maruz kaldığım için mecburen her kelimeyi her bilgiyi devamlı görüyorum. Sınav sonralarında ise bakarım yanlışlarıma. Filmlerde gördüğüm kelimelerden birinin Türkçesi aklıma gelmeyince mutlaka bakıyorum. Neden öğrenemedim acaba ben bunu diye düşünüyorum. Günlük kullanımda aklıma gelemeyen kelimeler için de aynısını yapıyorum. Demek ki kullanılışını öğrenmemişim diyorum. Spelling hatalarım dikkatimi çekiyor yazarken. Farkına varıyorum. Sonra hemen kontrol ediyorum. Telaffuzumu da yine internet sayesinde kontrol edebiliyorum.	Checks AK and dictionaries		

MERYEM			
Answer to Q1: Hiç hedef koymam kendime. Olduğu kadar ezberlerim.	No goals		
Answer to Q2: Ben daha çok metin ezberliyorum. Çünkü kelimeleri tek başına ezberlemiyorum. Daha faydalı olduğunu düşünüyorum.	Text memorization		
Answer to Q3: Odaklanmamı bir yere kadar devam ettirebiliyorum. Bunalmaya başlayınca bırakıyorum çalışmayı.	No focus		
Answer to Q4: Ertelemenin üstesinden gelemiyorum açıkçası. Ertelerim.	delays		
Answer to Q5: Yani biraz sıkıldığım durumlarda süre koyuyorum şu kadar süre sonra bırakacağım diyorum. Biraz daha dayan diyorum.	Time goals		
Answer to Q6: Çalışma ortamımı hiç düzenlemem. Her ortamda çalışmaya çalışırım. Dışarısı içerisi düzgünlük filan. Düzenlemem.	No reg in study setting		
Answer to Q7: Kelime defterime geri dönüp bakıyorum çok sık olmasa da. Bazen de internetteki sözlüklerden bakıyorum kelimenin anlamına. O kadar.	Checks vocab notebook		

MUHAMMED			
Answer to Q1: Açıkçası şöyle diyebilirim. Hedef belirlemiyorum aslında. Kitaplarda bazı kelimeler oluyor, derste geçen kelimeler oluyor. Çok karşılaştığım kelimeleri öğrenmeye çalışıyorum. Yani kitaptaki keywordleri öğrenmeye çalışıyorum. O kadar. Her hafta bir liste hazırlıyorum, çalışıyorum filan diyemem yani. Bir hedefim olmuyor yani.	Unit goals		
Answer to Q2: Kelime öğrenmek için sözlük kullanıyorum özellikle Cambridge ve Wordreference'ı kullanıyorum. Dizi ve film çok sık olmasa da izliyorum. Ama özellikle kelime için filmi durdurmuyorum. Onun haricinde bir kelime defterim var. Ama pek devam ettirmedim. Essay yazarken basit kelime kullanmamak için basit kelimeleri üst düzey kelimelerle değiştiriyorum. Böyle aklımda kalabiliyor.	Movies Dictionaries Vocab notebooks Use in essays		
Answer to Q3: Bir kelime listesini alıp ezberlemeye çok zor olabiliyor. O noktada konsantre olamıyorum. Sıkıntı yaşıyorum bu konuda. Yani bu durumu değiştirmek için de bir şey yaptığım söylenemez.	Lack of focus		
Answer to Q4: Ders çalışmak zaten genelde sıkıcı olabiliyor. Ödev yapmam lazım diyelim	Delay and switch tasks		

tarihi geliyor. Ödevi yapmam gerekiyor mesela. Onun öncesinde yapmayı düşündüğüm şeyleri yaporum. Mesela kahve yapıp içiyorum. Aklım oda kalmasın. Markete gidip alışveriş yapayım aklımda kalmasın diyorum. Her şeyi yaptıktan sonra dersin başına geçebiliyorum. Bu da bir nevi ertelemedir belki, bilmiyorum.			
Answer to Q5: İngilizce seviyem yükseldikçe daha iyi hissettim diyebilirim. Düşük seviyelerdeyken sınav öncesinde çok fazla kelime biriktirdiysem sınava az kalmışsa ruh halimi ve duygularımı kontrol etmek gerçekten zor olabiliyordu. Genel manada stresle baş edebilmek için her gün yürüyüşe çıkıyorum.	Self-efficacy helps Taking a walk		
Answer to Q6: Çalışma ortamımı hiçbir şekilde düzenlemem. Masam eh işte kısmen düzenli sayılır.	No reg in study setting		
Answer to Q7: Öğrenme sürecim üzerine düşünürüm. Sınav sonrasında neyi yanlış yaptım diye düşünürüm. Ama çok da fazla bakmam yani cevap anahtarına filan. Kelime ezberlemenin işe yaramadığını görünce motivasyonu korumanın zor olduğunu gördüm. O yüzden sadece Quizlete bakıyorum arada.	Reflects on test scores		

SEMA NUR			
Answer to Q1: Böyle bir hedefin hiç olmadı. Oturup kelime ezberleyeyim öğreneyim tarzında bir hedefim hiç olmadı. Sadece haftalık ünitelerde geçen kelimeleri öğreniyorum.	No goals Unit goals		
Answer to Q2: İlk kurlarda diğer arkadaşların baskısından mıdır nedir bilmiyorum. Stickerlarla doldurdum etrafı ama sanki pek işe yaramadı. Öylece durdu orada stickerlar. Sonradan film ve dizileri İngilizce altyazıyla izleyerek çok kelime öğrendim. Yazımı zor olan kelimeleri de birkaç defa tekrar ederek öğrenmeye çalışıyorum.	Movies, series repetition		
Answer to Q3: Odaklanmakta aslında zorluk çekiyorum. Ancak şöyle yapabiliyorum geniş zamana az iş yükü koyarak konsantrasyonumu sağlamaya çalışıyorum. Her hafta bir sözlük yaprağı ezberlemek gibi mesela.	Small steps		
Answer to Q4: Maalesef her şeyi erteleme gibi bir özelliğim var. Her türlü ödevde işte, kelime öğrenmekte her alanda erteleme yapıyorum. Bunu yenmek için dediğim gibi süreyi geniş tutmaya çalışıyorum.	delays		
Answer to Q5: Çok fazla sıkıldığımı stres yaptığımı söyleyemem aslında. Sadece kelimeyi kullanırken veya kullanmaya çalışırken aklıma hemen gelmiyorsa o anda stres yaşıyorum.	No stress		

Ama Onu da insanlık hali deyip geçiyorum.			
Answer to Q6: Çalışma ortamımı düzenlemiyorum. Her hanigi spesifik bir düzenim yok. Hayatın bir parçası olduğunu düşündüğüm için genel aşkışımın içine entegre etmeye çalışıyorum. Çünkü bunun için özel bir düzenleme yaparsam daha çok stres o yapacağımı düşünüyorum.	No reg in study setting		
Answer to Q7: Hatalarım üzerin düşünüyorum. Evet, bu kelimeyi biliyordun neden hatırlayamadın. Neden aklına gelmedi gibi. Bir kelime üzerine çok çaba harcamışsam ve hatırlamamışsam kendime kızıyorum açıkçası. Ama bu bende kötü bir ruh haline sebep olmuyor. ‘Kapat vazgeç’ gibi hissetmiyorum. Tersine o kelimeyi farklı bir şekilde öğrenmeye yöneliyorum.	Reflect on mistakes		

UFUK			
Answer to Q1: Hazırlık sınıfına başladığımda hedefler belirlemiştim ama program sıkışıklığından dolayı bu hedeflerimden uzaklaştım. İşlediğimiz ünitelerdeki sorumlu olduğumuz kelimeleri günü gününe veya haftalık olarak ezberliyorum. Ders dışında da faydası olabileceğini düşündüğüm kelimeleri defterime ekleyip ezberlemeye çalışıyorum.	No goals		
Answer to Q2: Not Defterim var. Kelimeleri ona yazıyorum. Telaffuzu ile birlikte yazıyorum Bir de kelimenin fiil mi yoksa sıfat mı hangi formda olduğunu yanına belirtiyorum. Yani not tutuyorum sadece. Bir de konuşmamda ve olabildiğince yazdığım essaylerde de kullanmaya çalışıyorum kelimeleri.	Note book Word form/function Use in essays		
Answer to Q3: Aslında m kaygısıyla bazen konsantrasyon kayboluyor ama onu yapmak zorunda olduğumu bildiğim için kendimi toparlıyorum ve ezberliyorum. Aslında bence kelime öğrenmek bir dil öğrenmenin en kolay ve en eğlenceli yanıdır. Yani oyunmuş gibi geliyor bana. Kelime ezberlemeyi seviyorum. Bu yüzden konsantre kaybım pek olmuyor.	Test-driven focus		
Answer to Q4: Ben kelime öğrenmeyi sevdiğim için pek erteleme gibi bir derdim olmuyor	Delay for another time		

ama bazen ne oluyor. Başka şeyler daha ağır bastığı zaman onlara zaman ayırıyorum ama kelime öğrenmeyi ertelerim ama asla ve asla bırakmam.			
Answer to Q5: Sınav endeksli çalıştığımız için bazen diğer görevlerin de etkisiyle huzursuzluk veya karmaşıklık hissedebiliyoruz. Bununla başa çıkmak için kelime öğrenmeyi bir eğlence gibi görmeye çalışıyorum veya kendimi geliştirmeye yönelik bir şey olduğu için kelime öğrenmeyi seviyorum. Pek bu konuda sorun yaşamıyorum. Zaman ayırmanın önemli olduğunu düşünüyorum ben. Kelimeye özel bir zaman ayırmamız lazım. Aksi takdirde sıkıntı yaşayabileceğimizi düşünüyorum.	Coping with stress		
Answer to Q6: Hocam benim bir tekniğim var aslında. Kelime öğrenmeyi ben ayakta dolaşırken turlarken daha iyi öğrendiğimi düşünüyorum veya açık havada Ben köyde yaşıyorum ve açık havada güneşli günlerde daha etkili öğrendiğimi düşünüyorum. Bu yüzden ayakta dolaşırken öğreniyorum. Öğrenmeye çalışıyorum. Bence oturup bir masa başında kelime ezberlemek benim açımdan yanlış bir tutum. Çünkü bir süre sonra konsantrasyon	Learn by walking		

kaybı, sıkışıklık, iç daralması olabilir. Açık havada dolaşarak kelime ezberlemek bence zihinsel olarak daha faydalı olduğunu düşünüyorum.			
Answer to Q7: Essaylerimde kullandığım kelimeler için hoca bu burada kullanılmaz dediğinde, konuşurken aklıma gelmiyorsa bir kelime veya sınavda yanlış yaptıysam mutlaka neden aklıma gelmediği veya neden yanlış yaptığım üzerin düşünürüm. Sonra mutlaka kontrol ediyorum. Yanlışlarımı düzeltiyorum.	Teacher feedback in essays Check mistakes		